

CURRICULUM FRAMEWORK
M.A in EDUCATION
(C.B.C.S.)

BERHAMPUR UNIVERSITY
BHANJA VIHAR
2022-2023



Prepared by

P.G Department of Education



GOVERNMENT COLLEGE, KORAPUT

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Odisha

COURSES OF STUDY
(M.A in EDUCATION)
Revised syllabus for the session 2022-23
Under
Choice Based Credit System



P.G DEPARTMENT OF EDUCATION
BERHAMPUR UNIVERSITY
BHANJA VIHAR
BERHAMPUR- 760007
ODISHA
(2022-2023)

MASTER OF ARTS IN EDUCATION:

The Master of Arts (M. A) in Education is a two-year program for students seeking a specialized exposure to the domain of education. This programme aims to specialize students to the multidisciplinary domain of education. It further develops capabilities in advanced teaching and learning, curriculum design, educational research, teacher education, policy development and analysis in education. The programme is intended to engage students in educational reform that requires good understanding and the ability to work in curricular and pedagogical areas of at least one subject. Research practice and experience has been embedded in each of the courses, ensuring that students gain a sound understanding of the nature of educational research. Besides, planning and policies of education, educational technology, special education and teacher education are included as a course of study to empower students to understand the National and International issues both from local and global perspectives.

Programme Outcomes (POs) M.A in EDUCATION Programme of Berhampur University as follows:

- Development of knowledge, comprehension and skill in educational theory and practice.
- Promote education as core and liberal discipline in higher education.
- Development of critical thinking and skill to find out solution to prevalent educational problems.
- Application of academic knowledge in practical life situation.
- Development of a conceptual understanding of educational technology, ICT and its uses in educational practices.
- Conducting research in various academic areas.
- Establishing close link between school and society.
- Providing intrinsic motivation in pursuing higher education.
- Inculcation of constitutional values among students.
- Development of a sense of equity and inclusion in higher education.
- Development of adjustment skills among students.
- Acquisition of professional ethics and social responsibility in improving the quality of education.

PROGRAMME STRUCTRE AT A GLANCE

M.A. in EDUCATION Programme comprising two years, will be divided into 4 (four) Semesters, each of six months duration, total 80 Credits and **2000** marks. Out of 100 marks, 20 marks will be counted as Mid-term (Internal Evaluation) in each course Papers and 80 marks will be counted as End term.

Year	Semester	Credit	Marks
FIRST YEAR	I	20	500
	II	20	500
SECOND YEAR	III	20	500
	IV	20	500
TOTAL		80	2000

Detailed Course Structure and Distributions of Marks

FIRST YEAR – 1ST SEMESTER

Courses		Distribution of Marks		Total Marks	Credit	Pages
Course No.	Title	Mid Term	End Term			
EDN C 101	Philosophical Foundation of Education.	20	80	100	4	9-10
EDN C 102	Sociological Foundation of Education.	20	80	100	4	11-12
EDN C 103	Psychological Foundation of Education.	20	80	100	4	13-14
EDN C 104	Measurement and Evaluation in Education	20	80	100	4	16-17
EDN C 105 (P)	PRACTICUM: Presentation of Four Seminar Papers on each core papers of First semester.	-	100	100	4	18
Total				500	20	

FIRST YEAR – 2ND SEMESTER

Courses			Distribution of Marks		Total Marks	Credit	Pages
Course No.	Title	Mid Term	End Term				
EDN C 201	Philosophical Foundation of Education.	20	80	100	4	19-20	
EDN C 202	Psychological Foundation of Education.	20	80	100	4	21-22	
EDN C 203	Measurement and Evaluation in Education	20	80	100	4	23-24	
EDN C 204	Pedagogy of School Subjects (Any One) English, Odia, Social Sciences, Math and Science.	20	80	100	4	25-37	
EDN C 205 (P)	PRACTICUM: A. Development of Instructional objectives B. Lesson Plan I. Five Practice Lessons II. Two Criticism Lessons III. One Final Lesson.	--	50 50	100	4	38	
EDN C 206	VAC Early Childhood Care and Education	20	80	NC	NC	39-40	
Total:				500	20		

SECOND YEAR – 3RD SEMESTER

Courses		Distribution of Marks		Total Marks	Credit	Pages
Course No.	Title of Course	Mid Term	End Term			
EDN CT 300 (CBCT)	Perspectives in Education	20	80	100	4	40-41
EDN C 301	Development of Education in India	20	80	100	4	42-43
EDN C 302	Research Methodology in Education	20	80	100	4	44-46
EDN C 303	Special Paper- (Any One of the following) A . Open and Distance Education. B. Inclusive Education C. Teacher Education.	20	80	100	4	47-52
EDN C 304 (P)	PRACTICUM: A. Development of Research Proposal. B. Development Of Tool and Presentation	-	50	100	4	53
EDN C 305	VAC Learning Techniques	20	80	100	NC	54-55

SECOND YEAR – 4TH SEMESTER

Courses		Distribution of Marks		Total Marks		Credit	Pages
Course No.	Title	Mid Term	End Term				
EDN C 401	Advanced Statistics in Educational Research	20	80	100		4	56-58
EDN C 402	Educational Administration and Management	20	80	100		4	59-61
EDN C 403	Advanced Educational Technology.	20	80	100		4	62-64
EDN C404	Special Paper-- (Any One of the following) A. Guidance and Counseling in Education B. Curriculum Development C. Higher Education.	20	80	100		4	65-70
EDN C 405 (P)	PRACTICUM: (Dissertation) Report preparation and Presentation	-	100	100		4	71
EDN C 406	VAC-Cultural Heritage of Southern Odisha	20	80	100		NC	72

20 Papers	Grand Total			2000	80	
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COMPONENT	NO. OF PAPERS	MARKS
THEORY	16	1600
PRACTICAL	4	400
GRAND TOTAL	20	2000

**MA EDUCATION
DETAIL SYLLABUS
FIRST SEMESTER**

EDN C -101

Philosophical Foundations of Education

COURSES OBJECTIVES:

(20+80 Marks)

On completion of this course, the students shall able to

- Understand the basic concept underlying both education and philosophy.
- Explain about different Western and Indian philosophical thoughts in the light of Metaphysics, Epistemology, Axiology and their educational implications.
- Compare (similarities and differences) between different philosophical thoughts in the light of above dimensions.
- Critically analyze the present educational practices in the philosophical context.
- Explain the contributions of Western and Indian thinkers in education.

Unit –I: Education and Philosophy –

- Concept, Meaning, Functions, and Modes of Education
- Aims of Education: Individual and Social.
- Meaning, Nature, Branches and Modes of Philosophy
- Importance of Philosophy in Education.
- Relationship between Philosophy and Education.

Unit- II: Indian Schools of Philosophy

- Samkhya, Vedanta, Jainism, Buddhism, Islamic philosophy, Christian Philosophy with special reference to the Metaphysics, Epistemology, Axiology and their educational implications towards aims, curriculum, methods of teaching, role of teacher and students and discipline.

Unit-III: Western schools of Philosophy

- Naturalism, Idealism, Realism, Pragmatism, Existentialism and Marxism with their relation to education.

Unit- IV: Indian Thinkers and their Educational Contributions.

- M.K.Gandhi, Swami Vivekananda, R.N.Tagore, Sri Aurobindo, J.Krishnamurthy, S.Radhakrishna, Utkalamani Gopabandhu Das

Mode of transaction

Lecture-cum-Discussion, Blended learning, Seminar, Workshop.

Suggested Readings:

- o Agrwal, J.C.(2010). *Teacher and education in a developing society*. Delhi: VikashPublishing House.
- o Ayer, A.J.(1959). *Logical positivism*. New York: The Free Press. Ayer,A.J.(1936). *Language, truth and logic*. U.S.A.: Penguin Books.
- o Arulsarmy, S. (2011). *Philosophical and sociological perspectives on education*.NewDelhi: Neelkamal Publication Pvt. Ltd.
- o Bhatia,K.K.(2011). *Philosophical and sociological foundation of education*. NewDelhi: Kalyani Publishers.
- o Brubacher,J.S. (1939). *Modern philosophies of education*.New York, USA:McGraw.
- o Butler,J.D.(1959). *Four philosophies and their practices in education andreligion*.New York: Harper.
- o Chaube, S.P. & Chaube, A. (2009). *Foundation of education*. New Dehli: VikashPublishing House Pvt.Ltd.
- o KnellerF.(1971). *Introduction to philosophy of education*. NewYork,USA:Macmillan.
- o Masih, Y. (2017). *A critical history of western philosophy*. New Delhi: MotilalBanarsidass.
- o Ross, J. S. (1960). *Ground work of educational theory*. London. U.K: George G.Harrap & Co.
- o Rusk, R. R. (1992). *Philosophical bases of education*. London, U.K: OxfordUniversity of London Press Ltd.
- o Sharma.C.D.(2016). *A critical survey of Indian philosophy*. New Delhi:MotilalBanarsidass
- o Wingo, G.M. (1974). *Philosophies of education*. New Delhi: Sterling Publishers.

SOCIOLOGICAL FOUNDATION OF EDUCATION

Course Objectives: (20+80 Marks)

On completion of this course, the students shall able to

- Understand sociological perspectives of education
- Familiarize with the sociological theories in the context of education
- Identify different issues related to inequality in Indian society
- Relate different social situations and practices of education.
- Explain concept of social stratification, social change and social mobility.
- Critically analyze the social phenomenon in the context of Indian society.
- Apply sociological principles in the matter of economic and cultural development.

Unit-I Introduction to Educational Sociology

- Concept of Sociology of education, Approaches of sociology of education: Symbolic interaction, Structural Functionalism and Conflict theory.
- Relationship between Sociology and Education
- Meaning, Nature and Scope of Educational Sociology.
- Concept and types of social institutions and their functions: Family, School and Society.
- Social Organization: Its concept, components, and dynamic characteristics.
- Factors affecting Social Organizations: Folkways, Mores, Institutions and Values.

Unit-II Education and Social, Economic and cultural Change

- Meaning, nature and types of social change
- Theories of social change-Evolution theory, Functional theory, Cyclical theory and Conflict theory and their educational implications.
- Role of education in Social and Cultural Change
- Education for Socially and Economically Disadvantaged groups with special reference to SC, ST, and Women.

Unit- III Process of social Change

- Social Mobility: Meaning and Types, Role of education in social mobility.
- Concept of social movements and theories: Relative Deprivation, Resource mobilization and Political Process theory, New social movement theory.
- Education in current Social Context: Urbanization, Modernization, Westernization, Globalization and Sanskritization.

Unit –IV Social stratification and issues in Indian society

- Concept of Social Stratification and its educational Implication.
- Illiteracy, Casteism, Gender discrimination, Unemployment, Drug addiction, Wastage and Stagnation
- Concept of Equality and Equity, Social values as enshrined in the constitution-Socialism, Secularism, Justice, Liberty, Freedom, Democracy and Equality.
- Role of education in strengthening National Integration and International Understanding.

Mode of transaction

Lecture-cum-discussion, Blended learning, Seminar, Workshop.

SUGGESTED READINGS:

- Abraham, M.F. (2008). *Contemporary sociology*. New Delhi: Oxford University Press.
- Agrwal, J.C. (2010). *Teacher and education in a developing society*. Delhi: Vikash Publishing House.
- Arulsamy, S. (2011). *Philosophical and sociological perspectives on education*. New Delhi: Neelkamal Publication Pvt.Ltd.
- Bhatia, K.K. (2011). *Philosophical and sociological foundation of education*. New Delhi: Kalyani Publishers.
- Brown, F.J. (1954). *Educational sociology*. New York: Prentice Hall.
- Chaube, S.P. & Chaube, A. (2009). *Foundation of education*. New Delhi: Vikash Publishing House Pvt.Ltd.
- Clark, P. (2001). *Teaching and learning: The culture of pedagogy*. New Delhi: Sage Publication.
- Dewey, J. (1916). *Democracy and education*. New York: MacMillan.
- Dewey, J. (1973). *The school and society*. Chicago: University of Chicago Press.
- Mathur, S.S. (1966). *A sociological approach to Indian education*. Agra: Vinod Pustak Mandir.
- Pathak, R.P. (2012). *Philosophical and sociological principles of education*. Delhi: Person.
- Ottaway, A.K.C. (1966). *Education and society*. London: Routledge and Kegan Paul.
- Safaya, R.N. & Shaida, B. D. (2010). *Modern theory and principles of education*. New Delhi: Dhanpati Publishing Company Pvt. Ltd.
- Srinivas, M.N. (1986). *Social change in modern India*. Bombay: Allied Publishers.
- Rusk, Robert R. (1996). *Philosophical bases of education*. London, U.K: Oxford University of London Press Ltd.

EDN C 103

PSYCHOLOGICAL FOUNDATION OF EDUCATION

Course Objectives: (20+80 Marks)

On completion of this course, the students shall be able to

- Explain different schools of psychology and their varied contributions to education.
- Understand the effective role of different psychological perspectives on student behavior, learning process and adjustment.
- Explain various theories of learning and their educational implications.
- Critically analyze different approaches of learning.
- Elaborate the concept of growth and development with their educational implications.
- Describe the concept, areas and causes of individual differences with their educational implications.

Unit-I Education and School of Psychology

- Meaning, Nature and Scope of Educational Psychology
- Importance of Psychology in Education
- Schools of psychology and their contributions towards education- Behaviorism, Psychoanalysis, Gestalt and Constructivism,
- Methods of Educational Psychology: Introspection, Observation, Case study and Experiment

Unit-II Growth and Development:

- Growth and Development their meaning and differences
- Principles of Growth and Development.
- Factors Influencing Growth and Development.
- Growth and development during Childhood and Adolescence: Physical, Mental, Social and Emotional
Special cares necessary towards this end.

Unit-III Individual Differences:

- Individual Differences: Concept, Areas, and Determinants
- Role of Heredity and Environment in developing Individual Difference.
- Educational implications of Individual Difference.

Unit-IV Learning:

- Concept and Principles of Learning
- Learning Theories: Trial and Error, Classical Conditioning, Operant Conditioning, Modelling theory (Bandura's Social theory), Humanistic theory (Carl Roger's theory of learning) Tolman's theory of learning, Kurt Lewin's Field theory, Bloom's Mastery learning, Ausubel's Meaningful learning and Gagne's Hierarchical learning.
- Factors Influencing of Learning.
- Transfer of Learning.

Mode of transaction

Lecture-cum-discussion, Blended learning, Seminar, Workshop, Small group discussion.

SUGGESTED READINGS:

- o Anastasi, A. (2016). *Psychological testing*. New Delhi: Pearson.
- o Bloom, B.S. (1976). *Human characteristics and school learning*. New York: McGrawHill.
- o Chauhan, S.S. (2007). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
- o Dash, M. & Dash, N. (2016). *Fundamentals of educational psychology*. New Delhi: Atlantic.
- o Gagne, R.M. (1985). *The conditions of learning and theory of instruction*. USA: Harcourt Brace College.
- o Klausmeier, H.J. (1984). *Educational psychology*. New York: Harpercollins College Div.
- o Pass, S. (2004). *Parrel paths to constructivism: Jean Piaget and Lev Vygotsky*. North Carolina: Information Age Pub.
- o Piaget, J. (1969). *The psychology of child*. New York: Basic Books.
- o Piaget, J. (1999). *The psychology of intelligence*. New York: Taylor and Francis.
- o Santrock, J.W. (2011). *Educational psychology*. Chennai: McGraw Hill.
- o Sternberg, R.J. and Sternberg K. (2011). *Cognitive psychology*. California: Wadsworth Publishing Co Inc.
- o Vygotsky, L.S. (1978). *Mind in society*. Cambridge: Harvard University Press.
- o Vygotsky, L.S. (1986). *Thought and language*. Columbia: MIT Press.

EDN C-104

EDUCATIONAL MEASUREMENT AND EVALUATION

Course Objectives: (20+80 Marks)

On completion of this course, the students shall able to

- Describe separate meaning of various concepts like Test, Measurement, Assessment and Evaluation.
- Get clear understanding of various tests and scales uses in students' evaluation.
- Calculate the Psychometric properties of the test.
- Explain the essential quality of good test and develop them carefully.
- Know the process of standardization and develop a standardize tools.

Unit-I Measurement and Evaluation

- Meaning, nature and importance of Test, Measurement, Assessment and Evaluation
- Types and basic principles of Educational Evaluation
- Scales of Measurement
- Principles of Evaluation
- Approaches of assessment (Assessment of learning, Assessment for learning and Assessment as learning)

Unit-II Types of Test

- Types of test (Achievement test, Aptitude test, Intelligence test and Interest inventories)
- Concept and types of Attitude Scale (Likert Scale, Thurstone scale, Semantic differential.

Unit-III Test Construction

- Process of test construction – Planning, Preparation, Tryout and Evaluation.
- Difference between Teacher-Made and Standardized test
- Types of test items – objective types (Recognition and Supply), Subjective types (Extended and Restricted), Reflective types, Interpretive types
- Item Analysis: Item discrimination, Item difficulty, Plausibility of distractor.

Unit-IV Characteristics of good Test

- Validity-Concept, Nature, Types and Approaches of validity
- Factors affecting validity
- Reliability – Concept, types, method of computation and factors affecting Reliability.
- Concept of Objectivity and usability
- Interpretation of test scores. Standard Scores-Z-Score, T-Score, Stanine ,Percentile, Percentile Rank and Grading (Absolute grading and Relative grading)

Modes of transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended leaning, Seminar, Workshop.

SUGGESTED READING:

- Anastasi, A. (1976). *Psychological testing*. New York: Macmillan Publishing Co.
- Anderson, L.W. (2003). *Classroom assessment: Enhancing the quality of teacher decisionmaking*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Burke, K. (2005). *How to assess authentic learning*. Thousand Oaks, CA: Corwin.
- Cooper, D. (2007). *Talk about assessment: Strategies and tools to improve learning*. Toronto, Ontario: Thomson Nelson.
- Ebel, R.L. & Frisbie, D.A. (1991). *Essential of educational measurement*. New Delhi: PrenticeHall of India Ltd.
- Freeman, F.S. (1962). *Theory and practice of psychological testing*. Oxford IBH Publishing: New Delhi.
- Garrett, H.E.(1973). *Statistics in psychology and education*. Bombay: Vakils, Feffers & Simon.
- Gronlund, N.E.& Linn, R. L. (2009). *Measurement and assessment in teaching*. Upper Saddle River, NJ: Pearson Education, Inc.
- Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). *Educational assessment of students*. Upper Saddle River, NJ: PrenticeHall.
- Popham, W.J. (1993). *Modern educational measurement*.

Englewood Cliffs, N.J.:Prentice Hall.

- o Popham, W.J. (2010). *Classroom assessment: What teachers need to know* .New York:Prentice Hall.
- o Stanley,J.C. and Hopkins,K.D.(1990).*Educational and psychological measurement and evaluation*. New Jersey: Prentice Hall of India Ltd.
- o

EDN C - 105

PRACTICUM

(100 Marks)

Each student shall have to choose at least four seminar papers concerning the four Core papers mentioned in the syllabus of this **P.G. EDN Semester - I** with consultation of the teaching faculties of the department. After complete preparation of the selected seminar papers and the PPT, the papers are to be presented in the presence of both the teaching faculties and the students in the seminar session. The seminar papers must be content oriented and neatly typed each having (5 to 10 pages). The skill of presentation, discussion and questioning of the student will be carefully observed by the students and the faculty members as well. Finally, evaluation of one seminar paper presentation will be judged by both External and Internal examiner.

Distribution of marks for evaluation of final seminar presentation shall be as follows.

Clarification of Points and Discussion = (25 MARKS)

Clarity in Preparation and Completeness of the Paper and PPT = (25 MARKS)

Presentation of Paper = (50 MARKS)

Total = 100 MARKS

SECOND SEMESTER

EDN C -201

Philosophical Foundation of Education

COURSE OBJECTIVES :

(20+80 Marks)

On completion of this course, the students shall able to

- Explain about different Western and Indian philosophical thoughts in the light of Metaphysics, Epistemology, Axiology and their educational implications.
- Compare (similarities and differences) between different philosophical thoughts in the light of above dimensions.
- Critically analyze the present educational practices in their philosophical context.
- Explain the contributions of Western and Indian thinkers in education.
- Explain philosophical outlook to relate and analyze the context and problems of education.
- Realize the Practical importance of Yoga and Four Purusarthas.

Unit- I Modern Schools of Philosophy:

- Progressivism, Perennialism, Essentialism with special reference to Metaphysics, Epistemology, Axiology and their educational implications towards aims of education, curriculum, method of teaching, role of teacher and students, and discipline.

Unit-II Contribution of Western Thinkers to Educational Theories and Practice

- J.J. Rousseau, John Dewey, Montessori, Ivan Illich, Paul Freire.

Unit- III Education and Human values:

- Objectives of Value Education
- Sources and Types of Values
- Education for Human Values
- Constitutional values of India

Unit-IV : Educational Heritage of India

- Yoga – Its meaning, Elements (Yama, niyama, asana, pranayama, pratyahara, dhyana ,dharana, and samadhi).
- Importance of Yoga in human life
- Fundamentals of Four Purusharthas : Dharma, Artha, Kama, Moksha
- Education in fostering the sense of World Citizenship.

Mode of transaction :

Lecture-cum-Discussion, Blended learning, Seminar, Workshop.

SUGGESTED READINGS:

- o Agrwal, J.C. (2010). *Teacher and education in a developing society*. Delhi: VikashPublishing House.
- o Ayer, A.J. (1959). *Logical positivism*. New York: The Free Press. Ayer,A.J. (1936). *Language, truth and logic*. U.S.A.: Penguin Books.
- o Arulsarmy, S. (2011). *Philosophical and sociological perspectives on education*.NewDelhi: Neelkamal Publication Pvt. Ltd.
- o Bhatia,K.K.(2011). *Philosophical and sociological foundation of education*. NewDelhi: Kalyani Publishers.
- o Brubacher,J.S. (1939).*Modern philosophies of education* .NewYork, USA:McGraw.
- o Butler,J.D.(1959). *Four philosophies and their practices in education and religion*. New York: Harper.
- o Chaube, S.P. & Chaube, A. (2009). *Foundation of education*. New Dehli: VikashPublishing House Pvt.Ltd.
- o Kneller F. (1971). *Introduction to philosophy of education*.NewYork,USA:Macmillan.
- o Masih, Y. (2017). *A critical history of western philosophy*. New Delhi: MotilalBanarsidass.
- o Ross, J. S. (1960). *Ground work of educational theory*. London. U.K: George G.Harrap & Co.
- o Rusk, R. R. (1992). *Philosophical bases of education*. London, U.K: OxfordUniversity of London Press Ltd.
- o Sharma.C.D.(2016). *A critical survey of Indian philosophy*. New Delhi:MotilalBanarsidass
- o Wingo, G.M. (1974). *Philosophies of education*. New Delhi: Sterling Publishers

Psychological Foundation of Education

Course Objectives:

(20+80 Marks)

On completion of this course, the students shall able to

- Describe different theories and approaches of Psychology: learning, motivation, intelligence, creativity and personality.
- Compare among different psychological perspectives of student behavior, learning process and adjustment.
- Administer and interpret different psychological test to measure psychological traits.
- Identify and describe various levels of disability.

Unit-I Motivation Theory

- Nature, function and classification of motives
- Theories of motivation and their educational implication:
- Mc Clelland's need for achievement, Vroom's expectation theory.
- Maslow's Hierarchical theory of needs.
- Murray's Hierarchical theory of needs
- Psychoanalytical theory.
- Factors affecting Motivation.

Unit- II Personality and Adjustment Mechanism

- Personality- Concept and Types.
- Type and Trait theories of Personality.
- Measurement of personality.
- Mental health and hygiene.
- Process of Adjustment, Conflicts and Defence Mechanism.

Unit- III Intelligence and Creativity

- Concept and Nature of Intelligence
- Intelligence theories and their educational implications- Structure theories (Uni factor, two factor, Multi factor, Structure of intelligence, Triarchic theory of intelligence (Sternberg), Cattell's theory of intelligence, Multiple theory of intelligence (Gardner), Measurement and types of intelligence test.
- Concept and Nature of Creativity
- Theories of creativity, Stages of creative thinking,
- Fostering creative talents among students through education,
- Measurement and types of creativity test.

Unit-IV Psychology and Education of Children with Special Needs

- Meaning and Types of disability.
- Learning Disability
- High Intellectual Capability (Giftedness)
- Sensory Impairment-Visual and Auditory
- Orthopedically Handicapped
- Emotionally Disturbed

Mode of transaction:

Lecture-cum-discussion Blended learning, Seminar, Workshop,
Small group discussion.

SUGGESTED READINGS:

- o Anastasi,A.(2016).*Psychological testing*. New Delhi: Pearson.
- o Bloom, B.S. (1976). *Human characteristics and school learning*. New York: McGrawHill.
- o Chauhan, S.S. (2007). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
- o Dash, M. & Dash, N. (2016). *Fundamentals of educational psychology*. New Delhi:Atlentic.
- o Gagne, R.M. (1985). *The conditions of learning and theory of instruction*.USA:Harcourt Brace College.
- o Klausmeier, H.J. (1984). *Educationalpsychology*. New York: Harpercollins College Div.
- o Pass, S. (2004). *Parrel paths to constructivism: Jean Piaget and Lev Vygotsky*. North Carolina: Information Age Pub.
- o Piaget, J. (1969). *The psychology of child*. New York: Basic Books.
- o Piaget, J. (1999). *The psychology of intelligence*. New York: Taylor and Francis.
- o Santrock,J.W.(2011).*Educational psychology*. Chennai: McGraw Hill.
- o Sternberg, R. J. and Sternberg,K.(2011).*Cognitive psychology*. California:Wadsworth Publishing Co Inc.
- o Vygotsky, L.S. (1978). *Mind in society*. Cambridge: Harvard University Press.Vygotsky, L.S. (1986). *Thought and language*. Columbia: MIT Press

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Measurement and Evaluation in Education

Course Objectives:

(20+80 Marks)

On completion of this course, the students shall able to

- Understand the practical importance of various Models of Evaluation.
- Prepare a list of instructional objectives in the light of taxonomy developed in different behavioral domains.
- Aware about the uses of different tools and techniques of educational measurement.
- Know about various new trends in the field of educational measurement and evaluation.

Unit-I Models of Educational Evaluation and Assessment

- Goal attainment model
- Judgmental model
- Decision facilitation model
- Naturalistic model
- Continuous Comprehensive Evaluation.

Unit-II Instructional learning objectives

- Taxonomy of instructional learning objectives with special reference to cognitive domain
- Criteria of selecting appropriate learning objectives and stating of general and specific instructional learning objectives
- Relationship of evaluation procedure with learning objectives.

Unit-III Tools of Educational Measurement

- Checklist, Rating Scale, Observation, Schedule, Sociometric techniques, Portfolio, Rubric, Hot Potato.

Units-IV New Trends in Measurement and Evaluation

- Grading
- Semester System
- Continuous Internal Assessment
- Question Bank
- Use of Computer in Evaluation

Mode of transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended learning, Seminar, Workshop.

SUGGESTED READINGS:

- o Anastasi, A. (1976). *Psychological testing*. New York: Macmillan Publishing Co.
- o Anderson, L.W. (2003). *Classroom assessment: Enhancing the quality of teacher decisionmaking*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- o Burke, K. (2005). *How to assess authentic learning*. Thousand Oaks, CA: Corwin.
- o Cooper, D. (2007). *Talk about assessment: Strategies and tools to improve learning*. Toronto, Ontario: Thomson Nelson.
- o Ebele, R.L. & Frisbie, D.A. (1991). *Essential of educational measurement*. New Delhi: Prentice Hall of India Ltd.
- o Freeman, F.S. (1962). *Theory and practice of psychological testing*. Oxford IBH Publishing: New Delhi.
- o Garrett, H.E. (1973). *Statistics in psychology and education*. Bombay: Vakils, Fifers & Simon.
- o Gronlund, N.E.& Linn, R. L. (2009). *Measurement and assessment in teaching*. Upper Saddle River, NJ: Pearson Education, Inc.
- o Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
- o Nitko, A.J. (2001). *Educational assessment of students*. Upper Saddle River, NJ: PrenticeHall.
- o Popham, W.J. (1993). *Modern educational measurement*. Englewood Cliffs, N.J.:Prentice Hall.
- o Popham, W.J. (2010). *Classroom assessment: What teachers need to know*. New York:Prentice Hall.
- o Stanley, J.C.and Hopkins, K.D. (1990). *Educational a psychological measurement and evaluation*. New Jersey: Prentice Hall of India Ltd.

EDN C-204

PEDAGOGY OF SCHOOL SUBJECTS

(Any one)

A. METHOD OF TEACHING ENGLISH

Course Objectives:

After completion of course the students shall be able to:

- Explain place of English language in India;
- Describe English as a second language in the multi lingual syllabus India;
- Explain different methods of teaching English;
- Apply different teaching skills in the classroom; and
- Develop lesson plans, micro lesson plans, TLM for teaching English as Second Language.

Unit-I: English as the second language in India

- The impact of the Renaissance and Reformation on the growth of the English Language.
- The rise and growth of Standard English.
- Position of English: Pre and Post-independence.
- Importance of English language; comparison of English and mother tongue-based learning.
- Status of English as a subject of study in the present curriculum.
- Aims and objectives of teaching English at different level.
- English language teaching: Problems and issues.

Unit-II: Methods, Approaches and Strategies

- Grammar-cum-translation method
- Direct method
- Bilingual method
- Structural approach

- Communicative approach
- Strategies: Lecturing, Language Games, Role play and Dramatization, Collaborative Learning, Ability Grouping, Group Work and Pair Work, Learning through Narratives and Discourses, 5E Instructional Design, ICON Instructional Design, Concept Mapping and Brain Storming.

UNIT-III: Developing Language Skills

- Listening Skill: Tasks of developing Listening Comprehension □
Speaking Skill: Tasks for developing Speaking skills.
- Reading skill: Types of Reading, Reading Strategies to develop reading Comprehension.
- Writing Skill: Strategies to improve writing skill, Qualities of good writing (simplicity, logicity and organization in writing), Creative writing.
- Strategies for teaching of prose, poetry, grammar and non-detailed text
- Supplementary Skill: Reference Skills (e.g. using Dictionaries, Thesaurus and Encyclopedias).
- Lesson delivers strategies: developing lesson plan, micro lesson plan and use of teaching aids.
 - Evaluation of language learning.

Mode of transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended leaning, Seminar, Workshop.

SUGGESTED READINGS:

- o Kohli, A.L (2010) *Techniques of Teaching English*. New Delhi: DhanpatRai publishing Company
- o Jain, R.K (1994) *Essentials of English Teaching*, Agra: VinodPustakMandir Sharma, K.L(1970) *Methods of Teaching English*

in India. Agra :Laxmi Narayan Agrawal

- o Shrivastava, B.D(1968) *Structural Approach to the Teaching of English.* Agra: Ramprasad and Sons
- o Baruah, T.C (1984) *The English Teacher's Handbook.* New Delhi: Sterling Publishers Pvt.Ltd,
- o Bista, A.R(1965) *Teaching of English. Sixth Edition.* Agra: VinodPustakMandir
- o Billows, F. L. (1975). *The Techniques of Language Teaching.* London: Longman
- o Mukalel, Joseph C. (2009). *Approaches to English Language Teaching.* New Delhi: Discovery Publishing House Pvt Ltd.
- o Bright, J.A(1976) *Teaching English as Second Language.* London: Long Man Group
- o Catarby, E. V (1986) *Teaching English as a Foreign Language in School Curriculum India,* New Delhi: NCERT
- o Dash, N. & Dash, M. *Teaching English As An Additional Language.* Atlantic Publishers &Distributors(P) Ltd., New Delhi, 2007
- o Pal, H.R and Pal, R(2006) *Curriculum – Yesterday, Today and Tomorrow,* New Delhi: Shipra Publications
- o Joyce, Bruce and Weil, Marsha (2003). *Models of Teaching.* New Delhi: Prentice Hall of India Pvt. Ltd.
- o Agnihotri R. K. and Khanna A. L. (1994). *Second Language Acquisition: Sociocultural and Linguistic Aspects of English in India.* New Delhi: Sage Publications.
- o Allen, H.B. (1965). *Teaching English as a second language: A book of readings.* New York: McGraw-Hill.
- o Hudelson, Sarah. (1995). *English as a Second Language Teacher Resource Handbook.*
- o A Practical Guide for K-12 ESL Programs. California.: Corwin Press, Inc.

B.METHOD OF TEACHING ODIA

Course Objectives:

After completion of the course the students shall be able to:

- Explain the concept of Mother Tongue;
- Justify the importance and objectives of teaching Mother Tongue (Odia) at Secondary Stage;
- Describe various pedagogical approaches of language teaching;
- Prepare subject specific lesson plan for improvement of language skills; and
- Plan and construct test to assess language skills and content areas.

UNIT-I: Importance, Place & Language Policy of Teaching (Odia)

- Concept of Mother Tongue and role of Mother Tongue in the life of an individual.
- Place of mother tongue in school curriculum.
- Aims and objectives of teaching Odia at School level.
- Odia as medium of instruction (as first language and second language).
- Multilingualism and importance of mother tongue.
- Home/first language as envisaged in NCF-2005.

UNIT II: Methods of teaching Odia

- Traditional and modern approaches of teaching Odia.
- Different approaches of teaching Odia; reading and comprehension method, recitation and narration method, play-way method, activity method, dramatization method & interactive and communicative approach; Creative writing in Odia.
- Preparation of lesson plan using 5E and ICON design model.
- Preparation of lesson plan on prose, poetry, grammar and non-detailed of Odia.

Unit III: Teaching aids and assessment for teaching Odia

- Importance of teaching aids and types of teaching aids for teaching Odia.
- Educational uses of different teaching aids.
 - Assessment of specific language skills. □ Tools of assessment in Odia language.

Mode of transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended leaning, Seminar, Workshop.

SUGGESTED READINGS:

- o Daswani, C. J. *Language Education in Multilingual India*. New/Delhi (UNESCO)
- o Kocchar, S.K. *Teaching of Mother Tongue*. Sterling Publishers, New Delhi.
- o Mathur, S.A. *Sociological Approach to Indian Education*. VinodPustakBhandar, Agra.
- o Nayak, B.; Mohanty, J.(1999): *Odiabhasa O SahityaraBhitibhumi O ShikshyadanPadhati*. Jagannath Process, Toni Road, Cutack-2.
- o Palmer, H.P. *Principles of Language Teaching*. George G. Harrep and Co. Ltd.
- o Rybum, W.M.(1926). *Suggestions for the Teaching of Mother Tongue*. OUP.
- o Saiyadain, K.G. *Education and Social Order*. Asia Publishing House, Bombay.
- o NCERT (2005). National Curriculum Framework, New Delhi.
- o <http://modersmal.skolverket.se/engelska/index.php/mother-tongue-education>
http://en.wikipedia.org/wiki/Language_education

C. METHOD OF TEACHING SOCIAL SCIENCES

Course Objectives:

On completion of the course the students shall be able to:

- Upgrade and update his knowledge of social studies by acquainting himself with various concepts;
- Develop the ability of critical and logical thinking;
- Acquainted with principles of formulating curriculum and preparation of text books in social studies;
- Acquainted with different methods, approaches, and techniques of teaching social studies;
- Formulate lesson planning for development of concepts and subject specific skills;
- Develop co-operation/collaboration/ability to work with others ,social, economic, cultural, and political environment; and
- Develop capacity for independent critical thinking including identifying/exploring fundamental relationships, making inference predicting consequences, suggestions, alternative methods of problem solving as when necessary.

Unit-I: Conceptual Framework of Social Science

- Meaning, nature and scope of social science as envisaged in NCF-2005.
- Aims, objectives and importance of teaching social sciences in school education.
- Place of social science in school curriculum.
- Identification of values/competencies/skills to be developed through social sciences.
- Correlation of social sciences with allied subjects.

Unit-II: Social Science Curriculum and Methods

- Principles of curriculum construction in social sciences.
- Organization of curriculum in social sciences.
- Methods of teaching social sciences: problems solving, project, source, narration-cum-discussion, lecture-cum-demonstration, observation, dramatization, field trip, laboratory method, environmental approach.

Unit-III: Instructional Aids, Lesson Plan and Evaluation

- Instructional Aids: Maps, Charts, Models, Timeline and other audiovisual aids.
- Lesson planning- 5E and ICON Design model.
- Pedagogical analysis of some contents in social sciences.
- Evaluation Techniques in Social Science.

Mode of transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended learning, Seminar, Workshop.

SUGGESTED READINGS:

- James H. (1953). *The Teaching of Social Studies in Secondary Schools*. London, UK: Longman Green & Co.
- Kochhar, S.K. (1970). *Methods of Teaching Social Studies*. New Delhi, India: Sterling Publication.
- Kochhar, S.K. *Teaching of History*. Delhi, India: Sterling Publishers Pvt. Ltd.
- NCERT. (1970). *Teaching of History of Secondary Schools*. New Delhi, India: Author.
- Taneja, V.R. (1970). *Fundamentals of Teaching Social Studies*. Mahendra Capital Publishers.
- Verma, O.P. (1984). New Delhi, India: Sterling Publishers Pvt. Ltd.
- Verma, O.P. & Vedanayagam E.G. *Geography Teaching*. New Delhi,

India: Sterling Publishers Pvt. Ltd.

- o Banks James, A. (1997). *Teaching Strategies for the Social Studies Enquiry, Valuing and Decision Making*. Massachusetts, USA: Addison- Westely Publishing Co. Reading.
- o Bining&Binning.(1952). *Teaching of Social Studies in Secondary Schools*. New York, USA: McGraw Hills.
- o Burston, W.H.(1963). *Principles of History Teaching*. New Fetter Lance : Methuen & Co. Ltd.II.
- o Choudhury, K.P. (1975). *The effective Teaching of History*. New Delhi, India: NCERT.
- o Dhaniaja Neelam.(1993). *Multimedia Approaches in Teaching Social Studies*. New Delhi, India: Harmer Publishing House.
- o James H. (1953). *The Teaching of Social Studies in Secondary Schools*. . London, UK: Longman Green & Co.
- o Kochhar, S.K. (1970). *Methods of Teaching Social Studies*. New Delhi, India: Sterling Publication.
- o Kochhar, S.K. *Teaching of History*. Delhi, India: Sterling Publishers Pvt. Ltd.
- o NCERT. (1970). *Teaching of History of Secondary Schools*. New Delhi, India: Author.
- o NCERT.(1966). *A Handbook for History Teachers*. Bombay: India: Allied Publishers.
- o Taneja, V.R.(1970). *Fundamentals of Teaching Social Studies*. Mahendra Capital Publishers.
- o Verma, O.P.(1984). New Delhi, India: Sterling Publishers Pvt. Ltd.
- o Verma, O.P.&Vedanayagam E.G. *Geography Teaching*. New Delhi, India: Sterling Publishers Pvt. Ltd .
- o Yagnik, K.S.(1966). *The Teaching of Social Studies in India*. Bombay, India: Orient Longman Ltd.
- o Yagnik, K.S.(1966). *The Teaching of Social Studies in India*. Bombay, India: Orient Longman Ltd.

D. METHOD OF TEACHING MATHEMATICS

Learning Objectives:

After completion of the course, the students shall be able to:

- Explain the nature and scope of mathematics;
- Identify different types of proof in mathematics and their application to solving mathematical problems;
- Appreciate the role of mathematics in day-today life;
- Relate the mathematical concepts with other school subjects;
- Achieve the mastery over the methods, strategy and approaches for transacting the contents of mathematics;
- Create the constructivist learning environment in the classroom;
- Develop learning-centred lesson plans and prepared content-enrich teaching learning materials;
- Integrate alternative assessment techniques in teaching mathematics;
- Develop mathematics achievement test and acquire of the scoring procedure; and
- Analyse learners learning difficulties and develop remedial strategies to meets needs of slow learners and to develop enrichment materials for the advanced learners.

Unit-1: Nature and Scope of Mathematics

- Aims and Objectives of teaching Mathematics at various levels.
- Instructional objectives in teaching mathematics.
- constructivist approach in teaching of Mathematics.
- Role of Mathematics; Mathematization; Aesthetic aspect of Mathematics.
- Importance of mathematics and its value in daily life- utilitarian, disciplinary, cultural, etc.
- Interrelationship of mathematics with other subjects at the secondary level.

- Changing trends of teaching Mathematics with reference to NCF-2005.
- **Unit-II: Methods and Approaches of Learning Mathematics**
- Methods of teaching Mathematics- Inductive and Deductive; Analytic and Synthetic; Problem Solving; Competence based approach.
- Approaches of learning Mathematics: co-operative approaches; constructivist approaches- pedagogical principles, interventions.
- Strategies of constructivist approaches- 5E'S learning model, ICON design model, Concept mapping and Self regulatory.
- Integration of different mathematical content through activities. **Unit-III: Planning for Teaching and Assessment in Mathematics**
- Planning for teaching Mathematics: Unit plan, Lesson plan, Development of Teaching Learning Materials(TLMs) and planning of content enrichment activities.
- Alternative assessment in Mathematics: observation, portfolio, concept mapping, assignment, rubric and project.
 - Development of diagnostic test and planning for remediation.

Mode of transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended leaning, Seminar, Workshop.

SUGGESTED READINGS:

- o Cooper, B. (1985). Renegotiating Secondary School Mathematics. The Hamer Press: East Sussex
- o James, A. (2003). Teaching of Mathematics. Neel Kamal Publication: Hyderabad
- o Michel. (1982). Teaching Mathematics. Nicholos Publication Co: New York
- o Sidhu, K.S (1985).Teaching of Mathematics. New Delhi: Sterling publication
- o NCF (2005). National Curriculum Framework. NCERT: New Delhi
- o NCERT (2005). Position paper of National Focus Group (NFG) on Examination Reform. NCERT: New Delhi
- o Scopes, P.G. (1973). Mathematics in Secondary Schools- A Teaching Approach. Cambridge: Cambridge University Press

E. METHOD OF TEACHING SCIENCE

Course Objectives:

After completion of the course, the student will be able to

- Gain insight on the meaning nature, scope and objective of science education;
- Appreciate science as a dynamic body of knowledge ;
- Appreciate the fact that every child possesses curiosity about his natural surroundings;
- Identify and relate everyday experiences with learning science;
- Appreciate various approaches of teaching learning of science;
- Employ various techniques for learning science;
- Use different activities like demonstration, laboratory experiences observation, exploration for learning of science;
- Facilitate development of scientific attitudes in learner; and
 - Construct appropriate assessment tools for evaluating science learning.

UNIT-I: Science as a Discipline

- Structure of Science: Facts, Concepts, Hypothesis, Theory, Law,
- Nature of science: Basic principles
- Method of scientific inquiry
- Correlation of Science with other subjects
- Relationship between science, technology and society
- Theoretical basis of school science education
- Aims , Objectives and values of teaching science at secondary level
- Development of scientific attitude

UNIT–II: Curriculum and Learning Resources in Science

- Science curriculum as envisaged in NCF-2005
- Place of science in the school curriculum at the secondary schools of Odisha
- Identification of learning resources from immediate environment and preparation and use of learning material,
- Exploring alternative resources
- Formal and non formal collection of materials.
- Use of ICT in teaching and learning of science
- Teaching Learning Materials and improvised Apparatus: Importance and Construction

UNIT- III: Instructional Planning &Evaluation for Teaching Learning of Science

- Models of teaching: Scientific Inquiry; Concept attainment
- Approaches in Science Teaching- Inductive-Deductive, Constructivist
- Methods of Science teaching- Lecture cum Demonstration method, Project method, Heuristic Method, Laboratory method.
- Practical applications of Computers for a science teaching.
- Unit Planning, Lesson Planning: Basic elements, Characteristics and Significance
- Evaluation: Types of tests (Oral, Written and Practical), construction of items.
- Diagnostic Testing and Remedial Teaching.

Mode of transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended learning, Seminar, Workshop.

SUGGESTED READINGS:

- o Sood, J.K. (2003).VigyanShikshan (EikeesaviShatabdiKeLiye) Agra: VinodPustakMandir.
- o MHRD (1986). National Policy on Education .New Delhi:Gol
- o Mohan Radha(2010). Innovative Science Teaching Prentice Hall of India, New Delhi.
- o Tony L.,MattC.,BernieK.and Judith T.(2010).Teaching Science Sage Publication 29 India Pvt Ltd.
- o Clark Julia V. (1996). Redirecting Science Education. CORWIN Press Inc.California.
- o Sutton ,CR and Hayson JH . The Art of the Science Teacher , MC Graw Hill Book Company Ltd (1974)
- o NCERT (2005). National Curriculum Framework -2005
- o NCERT 2005). Position Paper of NFG on Teaching of Science- 2005
- o NCERT(2005). Position Paper of NFG Habitat and Learning- 2005

EDN C-205 (Marks 100)

PACTICUM

1. DEVELOPMENT OF INSTRUCTIONAL OBJECTIVES (50 MARKS)

Each student has to develop a separate list of Instructional objectives on the Core Courses of PG Education Semester-2 (Philosophical Foundation of Education, Psychological Foundation of Education and Measurement and Evaluation in Education) in different behavioural domains. The complete list of instructional objectives prepared on these three papers will be submitted and evaluated by the concerned Class Teacher. Finally, each student has to develop a separate list of Instructional objectives on the Pedagogy of School Subject (CC-204) and that will be examined by both External and Internal Examiner.

The Scheme of Evaluation will be as follows:

Preparation and Submission of the Record	= 25 Marks
Viva Voce.	= 25 Marks
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Total	=50 Marks

2. LESSON PLAN (50 MARKS)

For the evaluation of teaching competency and professional aptitude , each student has to prepare and deliver 5 Practice lesson Plans and 1 Criticism Lesson Plan in 5E Model from the selected Pedagogy of School subjects. And only a single lesson plan of each student in the same pedagogy subject will be examined in the presence of both the External and Internal Examiner during final evaluation.

The scheme of evaluation will be as follows:

Examination of Lesson Plan Record.	= 10 Marks
Lesson Delivery and Viva.	= 40 Marks
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Total	= 50 Marks

EDN-VAC C - 206
VALUE ADDED COURSE (V.A.C)

Value-added courses are those courses designed to enhance the standard of the students beyond those levels specified in academic curriculum. In order to enhance employability of the students value added courses are included in the curriculum. Add-on programs allow students to supplement degree programs with shorter, practical and industry-focused certificate and diploma program.

Program Duration

The duration of value added course is 30 hours with a combination 18 hours (60%) of theory and 12 hours (40%) of practical. However, the combination of theory and practical shall be decided by the course teacher with the approval of the Head of the Department.

Early Childhood Care and Education (ECCE)

Course Objectives: (20+80 Marks)

The students will be able to

- Describe the concept of Early Childhood Care and Education
- Identify the common types of diseases at early childhood
- Analyse the curriculum at Pre-School stage
- Evaluate the recommendations of various organizations on ECCE.

Unit-I Introduction to Early Childhood Care and Education

- Concept of Pre-School Education
- Aims and objectives of Pre-School Education
- Integrated Child Development Services Scheme (ICDS)
- Early Childhood Care and Education (ECCE) scheme
- Contributions of Froebel and Montessori to Pre-School Education

Unit-II Identification, Prevention and Remediation of Diseases in Early Childhood

- Early Childhood Health Care Programmes
- Common ailments and diseases in Early Childhood
- Identification, prevention, and remediation of common diseases in Early Childhood
- Concept and need of balanced diet.

Unit-III Curriculum at Pre-School Stage

- Types of Pre-School Centres
- Capacity building of personnel in ECCE
- Curriculum and activities at Pre-School Stage.
- Strategies for transaction of curriculum and role of teacher
- Status of Pre-School Education in India

Unit-IV Recommendations of various National and International Organizations on child development

- Recommendations of NPE-1986 in Pre-School Education
- Indian Education Commission on Pre-School Education
- Role of UNICEF, WHO, and CARE for Child development
- Role of Government and Non-Government organizations in organizing ECCE
- Problems and issues in ECCE

Modes of transaction:

Lecture cum Discussion method, Observational Design, New approaches of teaching, Project, Blended learning, Seminar, Workshop

SUGGESTED READINGS: -

- Aggarwal, J.C & Gupta, S (2007) Early Childhood Care and Education: Principles and Practices: New Delhi, Supra Publication.
- Brewer, J.A (1995) Introduction to Early Childhood Education.
- Boston, Allynand, Bacon, Gupta, M.S (2009) Early Childhood Care and Education: New Delhi, Prentice Hall if India Pvt Ltd.
- Jennifer, M.L (2009) Teaching Young Children: An Introduction: New Delhi, Pearson
- Mohanty, B & Mohanty, J (2007) Early Childhood Care and Education: New Delhi, Delhi Book House.

THIRD SEMESTER

CREDIT TRANSFER (CT)

EDN - CT 300

PERSPECTIVES IN EDUCATION

Course Objectives: (20+80 Marks)

Students will be able to:

- Know the philosophical outlook of Indian education
- Understand the role of education towards social and economic progress
- Apply the psychological principles in developing a child personality.
- Identify the area of difficulties and provide necessary guidance services.

Unit-I: Philosophical Perspectives in Education:

- Educational Heritage of India
- Educational thoughts of Great Educators: Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Swami Dayanand Saraswati and Utkalamani Gopabandhu Das.
- Common characteristics of Indian Philosophy
- Education for National and International peace.

Unit-II: Socio-Economic Perspectives in Education

- Education and social change.
- Education and social order.
- Education and Economic change.
- Education and Human Resource Development.

Unit-III: Psychological Perspectives in Education

- Educational Psychology: Its Meaning, Nature and Scope.
- Individual Difference and role of Heredity and Environment.
- Education for Children with Special Needs.
- Development of Creative Personality through Education.

Unit-IV: Evaluation and Guidance Services in school

- Educational Measurement and Evaluation.
- Testing and Non-Testing devices, Continuous and comprehensive Evaluation.

- Educational and Vocational Guidance.
- Guidance Services in School Education.

Mode Of Transaction:

Lecture cum Discussion method, Blended learning, Seminar, Workshop

SUGGESTED READINGS:

- o Das,B.N (2011) Foundations of Education: New Delhi, Kalyani Publishers
- o Dwivedi,R (2017) Basics in Education: New Delhi, Kalyani Publishers.
- o Nayak,B.K (1995) Education in Emerging Indian Society: Berhampur, TaratariniPustakalaya
- o Mohanty, J &Nayak,B.K (1995) Modern Trends and Issues in Education: Cuttack, Takshyashila Publication.
- o Walia,J.S (2000) Education in Emerging Indian society: Panjab,Poul Publishers.
- o Saxena,N.R.Swaroop (1995) Philosophical and Sociological Foundations of Education: Meerut,R.Lall Book Depot.
- o Panda,B.B (2004) Fundamentals of Educational Psychology: Cuttack, Bidyapuri.
- o Mangal,S.K (1993) (Advanced Educational Psychology: New Delhi, Prentice Hall of India Pvt.Ltd.
- o Chauhan,S.S (2007) Advanced Educational Psychology: New Delhi, Vikash Publishing House Pvt. Ltd.
- o Ratha,R.K (1994) Fundamentals of Educational Statistics and Measurement: Berhampur, TaratariniPustakalaya
- o Gronlund,N.E (1985) Measurement and Evaluation in Teaching, 6th Edition NewYork,MacMillan Publishing Company
- o Asthana,B&Agarwal,R.N (1982) Measurement and Evaluation in Psychology and Education: Agra, Vinod Pustak Mandir.
- o Kohhar.S.K (1996) Guidance and Counselling in Colleges and Universities: New Delhi, Sterling Publishers Pvt Ltd.
- o Aggarwal,J.C (1998) Educational Vocational Guidance and Counselling: Delhi,Doaba House Booksellers & Publishers.
- o Mehdi,B (1963) Guidance in Schools: NCERT (New Delhi)

EDN C-301
Development of Education in India

Course Objectives: (20+80 Marks)

After completion of the course the student will be able to
Know about the system of education during British Period

- Understand the educational reformations made during British period.
- Familiar with the recommendations of various Education Committees and Commissions.
- Update themselves with different National Educational Policies and revolutionary steps undergone during post-independence era.

Unit-I System of education during British Period-

- Charter Act and Macaulay's Minute
- Wood Dispatch
- Hunter Commission
- Calcutta University Commission
- Wardha Scheme of Education

Unit-II Committees and Commissions on Education in post-Independence India with reference to Background, Objectives and major Recommendations

- University Education Commission (1948)
- Secondary Education Commission (1953)
- Kothari Commission (1964-66)

Unit-III Policies on Education

- NPE-1968
- NPE- 1986
- Programme of Action, 1992
- National Curriculum Framework (2005)
- National Knowledge Commission (2007)
- Yashpal Committee Report (2009)
- National Curriculum Framework for Teacher Education (2009)
- Justice Verma Committee Report (2012)
- RMSA, 2009
- RTE Act, 2009
- RUSA, 2013

Unit-IV: National Education Policy, 2020

- NEP- 2020: Principles, Vision, School Education, Higher Education, Other key areas of focus, Challenges.
- Structure, Curriculum and Pedagogy of School Education
- Structure, Pattern and Vision of Higher Education
- Equity and Inclusion in Higher Education
- Vocational Education

Mode of Transaction:

Lecture cum Discussion method, Blended learning, Seminar, Workshop.

SUGGESTED READINGS:

- o Aggrawal, J.C.(2010). *Landmarks in the history of modern Indian education*.New Delhi: Vikash Publishing Pvt Ltd.
- o Das, K.K. (1993). *Development of education in India*. New Delhi:KalyaniPublishers.
- o Dash, B.N. (1911). *Development of education in India*. New Delhi: Ajanta Prakashan.
- o Govt. of India (1986). *National policy on education*. New Delhi: MHRD. Govt.of India. (1992, 1998). *National policy on education, 1986 (Asmodified in 1992)*.
- o Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
- o Keay, F.E. & Mitra, Sukumar (1978). *A history of education in India*. NewDelhi: Oxford University Press.
- o Ministry of Education (1966). *Education and national development*. NewDelhi: Ministry of Education, Government of India.
- o Mukherji, S.M., (1966). *History of education in India*. Vadodara: AcharyaBook Depot.
- o Naik, J.P. and Syed, N., (1974). *A student's history of education in India*. NewDelhi: MacMillan.
- o NCERT (2005). *National curriculum framework 2005*. New Delhi: NationalCouncilof Educational Research and Training.
- o Rawat, P.L.(1989). *History of Indian education*. New Delhi: Ram Prasad & Sons. Website, www.mhrd.gov.in

EDN C-302

RESEARCH METHODOLOGY IN EDUCATION

COURSE OBJECTIVES : (20+80 Marks)

On completion of this course, the students shall able to

- Describe about the evolutionary prospective of the process of knowledge construction.
- Describe the nature, scope and needs of Educational Research.
- Explain different approaches and designs of educational research.
- Identify and formulate research problem and state hypothesis.
- Differentiate between Probability and Non probability sampling techniques.
- Select and develop different types of data collection tools.
- Prepare research proposal and report.

UNIT-I Introduction to Educational Research

- Scientific method: Meaning, steps and characteristics of Scientific Method (Replicability, precision, Falsifiability and Parsimony).
- Types of Scientific Method (Exploratory, Explanatory and Descriptive).
- Aims of research as a Scientific activity: Problem solving, Theory building and Prediction.
- Meaning, nature, scope and needs of Educational Research.
- Types of Educational Research- Fundamental, Applied and Action research.
- Approaches to Educational Research Quantitative, Qualitative, and Mixed.

UNIT-II Research Process

- Research Problem- Criteria for selection, Sources of identifying problem and Statement of the Problem.
- Variables: Meaning, concepts and Types of Variables (Independent, Dependent, Active, Attribute, Intervening, Extraneous, & Moderator).
- Review of Related Literature- Meaning and Sources.
- Hypothesis and Research Question - Meaning, Characteristics, Types, Sources and Testing of hypothesis.
- Concept of Population and Sample.
- Methods of Sampling (Probability and Non-probability),
- Sampling Error and Estimating size of sample.
- Sources of data: Primary and Secondary
- Tools of Research: Tests, Scales and Inventories (types, construction and uses)
- Questionnaire Forms: Principles of construction and administration

UNIT-III Designs of Educational Research

- Historical research- Concept, Features and Process.
- Descriptive research- Concept, Needs, Types (Case study, Survey research, Phenomenological, Ethnographic, Naturalistic inquiry and Developmental) and process
- Co relational Research- Concept, Nature and Process
- Experimental Research- Concept, Features, Experimental Designs, Internal and External Validity and Process
- Causal Comparative Research: Definition and Purposes Design and Procedure
- Ex-post facto Research- Concept, Features and Process
- Mixed Methods Research: Integrating Qualitative and Quantitative Methods – Definition, Purpose, Design and Data Analysis Techniques

UNIT-IV Writing Research Report

- Developing Research Proposal: Steps, Ethical Consideration and Components, Formats and Style
- Writing Thesis/ Dissertation- General Guidelines, Format and Style APA Reference Style
- Writing Article for Journal
- Writing Paper for Seminar and Conference
- Writing Reference, Bibliography and Citation
- Research Ethics and Concept of Plagiarism & its Protection

Mode of Transaction:

Lecture cum Discussion method, Problem solving, Blended learning, Seminar, Workshop

SUGGESTED READINGS:

- o Ary, D. & Jacobs, L. (2002). *Introduction to research in education*. Belmont-USA:WadsworthThomason Learning.
- o Best, J.W.(1986). *Research in education*. New Delhi: Prentice Hall of India.

- o Borg, W.R. & Gall, M.D. (1989). *Educational research: An introduction*.NewYork:Longman.

- o Campbell, W.G. & Ballou,S.V.(1974).*Form and style: Theses, reports,termpapers*. Boston :Houghton Mifflin.
- o Creswell, J.W. (2014). *Educational research*. Delhi: PHI learning privatelimited.

- o Creswell, J.W. (2007). *Qualitative inquiry and research design: choosingamongfive approaches*. London: Sage Publications.
- o Edwards,A.L.(1984). *Experimental design in psychological research*. NewYork:HarperCollins College Div. Publication.
- o Gay, L.R. & Airsian, P. (2000). *Education research: competencies foranalysisand application*. New York: Macmillan.

- o Kerlinger, F.N.(2018). *Foundation of behavioural research*. Delhi:SurjeetPublication.

- o Koul, L.(1988). *Methodology of educational research*. New Delhi:VikashPublishing House.

- o McMillan, J.H. & Schumacher, S. (1989). *Research in education: Aconceptualintroduction*. New York: Harper Collins.

SPECIAL PAPER
EDN C – 303 (A)
OPEN AND DISTANCE EDUCATION

COURSE OBJECTIVES: (20+80 Marks)

After completion of this course, the students shall be able to:

- Explain the concept and Historical Development of Distance Education;
- Understand various issues related to distance Education
- Distinguish between Correspondence Education, distance education, and open learning;
- Familiar with different emerging concepts like Andragogy, self-learning and concept mapping.
- Discuss the socio-academic relevance of distance education.
- Develop an insight and examine critically the objectives of distance education;
- Describe the nature of distance learners and distance learning process;
- Describe SQ3R techniques and adopt the same technique for their study.
- Discuss various evaluation techniques and its relevance to distance learning.

Unit-I: Growth and Philosophy of Distance Education

- Open and Distance Education: significance, meaning, concept and epistemology.
- Goals and objectives of Distance Education.
- Philosophical foundations of distance education, historical perspectives, growth of distance learning system, International Council of Correspondence Education, International Council of Distance Education.

Unit -II Problems in Distance Education:

- Problems of Distance learners-isolation and lack of motivation etc.
- Issues in Distance Education-quantity, quality, relevance and effectiveness.
- Present status of distance education system, quality assurance and challenges in distance education in India.

Unit-III: Learner and Learning Process in Distance Education

- Distance learners: nature and characteristics, motivational factors and types of learners-successful, non-starter and mild course dropouts.
- Distance Education process: nature of adult learning, Andragogy of distance learning: role of self-learning in distance education, reading skills, stages of reading, taxonomy of reading-Barrett's taxonomy of reading comprehension; teaching reading comprehension skills; concept mapping.
- Reading: SQ3R Technique (Survey, Question, Reading, Recall, and Review).
- Significance of study skills in distance learning.

Unit-IV: Instructional Process in Distance Education & Open Learning

- Distance tuition-meaning and concept, Distance tutor-difference between a classroom and distance tutor.
- Tutor Comments-significance of tutor comments, levels of tutor communication (academic, personal and supplemental communication).
- Types of Tutor Comments-Positive Comments, Constructive Comments, Null Comments, Hollow Comments, Harmful Comments, Misleading Comments, Negative Comments, Global Comments and Personal Comments.
- Two-way communication in Distance Education and Open Learning.
- Supplementary communication in Distance Education and Open Learning-need, significance, type and importance.

Mode Of Transaction:

Lecture cum Discussion method, Blended learning, Seminar, Workshop, Debate.

SUGGESTED READINGS:

- o Criscito Pat (2004): *Barron's Guide To Distance Learning*. Barron's E Publisher.
- o Daniel, J.S. et al; (1982): *Learning at a Distance: A world Perspective*. Athabasca University, Edmonton.
- o Education Commission Report (1948-1949) Ministry of Education, Government of India
- o Garg, S., Panda, S., Murthy, C. R. K. & Mishra, S. (Eds) (2006). *Open and Distance Education in Global Environment*. New Delhi: Viva Books.
- o Garg, S., Puranik, C., Venkaiah, V., & Panda, S. (Eds) (2006). *Four Decades of Distance Education in India: Reflections on policy and practice*. New Delhi: Viva Books.
- o ICDE (1995), 17 World Conference for Distance Education, One World, Many voices, Conference Papers, (ed) David Sewart (All references to Eastern Europe are form Vol. 1).
- o IGNOU (1988): *Growth and Philosophy Of Distance Education*. (Block 1, 2 &3). GNOU, New Delhi.
- o Rathore, H,C,S, (1993): *Management of Distance Education in India*. New Delhi: Ashish Publishing House.
- o Garrison, D.R. (1989): *Understanding Distance Education Framework for Future*. Routledge, Chapman and Hall, London.
- o Holmberg, B. (1986): *Growth and structure of Distance Education*. London: Croom Helm.
- o Holmberg, B. (1985): *Status and Structure of Distance Education (2 Ed.)*. Lector Publish.

SPECIAL PAPER
EDN C - 303 (B)
INCLUSIVE EDUCATION

Course Objectives: (20+80 Marks)

On completion of this course, the students shall be able to

- Describe historical background of inclusive education.
- Summarize concept, nature, and scope of inclusive education.
- Categorize types of inclusive education.
- Illustrate the types, characteristics of physically and sensory handicapped.
- Identify characteristics, etiology and prevention of physically and sensory handicapped.
- Categorize and summarize the types, characteristics, etiology and prevention of mentally handicapped.

Unit-I Introduction to Inclusive Education

- Concept of Impairment, Disability and Handicap and Inclusive Education
- Legal Provisions for their Education
- Persons with Disabilities Act 1995
- National Policy of Disabilities 2006
- National Curriculum Framework 2005
- RPWD Act 2016
- UNCRPD (United Nations Convention on the Rights of Persons with Disabilities)

Unit-II Support Needs of Students with Disabilities

- Types and degree of impairment, Characteristics, Etiology and prevention, educational programs of OH, HI, VI, MR, LD.
- Support needs of orthopedically handicapped, Hearing Impaired, Visually Impaired, Mentally Retarded and Learning-Disabled Students -Types of Handicapped, Characteristics, Educational programs.

Unit-III Planning and Management of Inclusive Classrooms

- Infrastructure: Removing Architectural Barriers
- Human Resource and Instructional Practices
- Curriculum and Curricular Adaptations for Diverse Learners
- Assistive and Adaptive Technology for Diverse learners
- Product (Aids and Appliances) and Process
- Individualized Education Plan
- Remedial Teaching)
- Parent Professional Partnership

Unit-IV Research Trends of Inclusive Education in India

- Barriers and Facilitators of Inclusive Education
- Attitude, Social and Educational
- Current Status and Ethical Issues of inclusive education in India
- Research Trends of Inclusive Education in India

Mode Of Transaction:

Lecture cum Discussion method, Blended learning, Seminar, Workshop, Small group discussion.

SUGGESTED READINGS:

- Bateman, D.F & Cline, J.L.(2016). *A teacher's guide to special education*. United State: ASCD.
- Dash, M. & Dash, N.(2005). *Essentials exceptionality and special education*. New Delhi: Atlantic.
- Hallahan, D.P., Kaceffan, J.M., & Pullen, P.C.(2011). *Exceptional learners: An introduction to special education*. New Delhi: Pearson Education.
- Kirk, S., Gallagher, J.J. & Coleman, M.R.(2014). *Educating Exceptional children*. New Delhi: Cengage Learning.
- Mangal, S.K.(2007). *Educating exceptional children: An introduction to special education*. New Delhi: Prentice Hall India Pvt.Ltd.
- Panda, K.C.(1997). *Education of exceptional children*. New delhi: Bookman.
- Sarangi, H. (2018). *Cognitive development of hearing impairs children*. New Delhi: Pacific book International.
- Sharma, R.A.(2016). *Fundamental of special education*. New delhi: Bookman.
- Werts, M.G., Culatta, R.A. & Tompkins, J.R. (2015). *Fundamental of special education: What every teacher needs to know*. New Delhi: Pearson.

SPECIAL PAPER
EDN C – 303 (C)
TEACHER EDUCATION

Course Objectives: (20+80 Marks)

On completion of this course, the student shall be to

- Describe the concept, scope and importance of Teacher Education.
- Analyze various policy recommendations for Teacher Education in India
- Critically evaluate professional ethics, autonomy and accountability of teachers in their profession.
- Identify the problems in implementation of the policies for Teacher Education.
- Analyze the role and functions of different agencies of teacher education in quality development of Teacher Education.

Unit-I Introduction to Teacher Education

- Teacher Education- Concept, Objectives, Scope and Importance.
- Types of Teacher Education- In-service Teacher Education and Pre-service Teacher Education.
- Organization of Components of Pre-service Teacher Education
- Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning
- Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SCERT, NCERT, NCTE and UGC)

Unit-II Development of Teacher Education in India

- Teacher education- Historical perspective.
- The Education Commission (1964-66)
- National Commission on Teacher-National Policy on Education (1986)
- NCF- 2005
- NCFTE-2009
- NCTE Regulation Act-2014

Unit-III Teaching as a Profession

- Teaching as a profession and its characteristics
- Professional growth of teacher- Meaning, purpose and strategies
- Teacher Effectiveness- Meaning, criteria for assessment and modification of teacher behavior.
- Characteristics of good teacher, professional ethics, autonomy and accountability of teacher
- Evaluation of teacher at different levels-
 - Evaluation by authority
 - Evaluation by students
 - Self-evaluation/Personal appraisal
 - Peer evaluation
- Importance of Teacher Evaluation
- Tools and Techniques for Teacher Evaluation

Unit-IV Models of Teacher Education

- Knowledge based Teacher Education from the view point of Schulman, Deng and Luke & Habermas
- Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching
- Models of Teacher Education - Behavioristic, Competency-based and Inquiry Oriented Teacher Education Models

Mode Of Transaction:

Lecture cum Discussion method, Blended learning, Seminar, Workshop.

SUGGESTED READINGS:

- o Aggrawal, J.C.(1996). *The progress of education in free India*. New Delhi: AryaBook Depot.
- o Balram,R.(1993). *In service education and training of teachers*. Paris: OECD. Hopkins, D. & Reid, M. (1993). *Professional development of teacher*. London:Kogan Page.
- o Joshi, J.N. (1997). *Teacher education: pre-service and in-service*. New Delhi:NCERT.
- o NCTE (2009). *National Curriculum Framework for Teacher Education*.National Council forTeacher Education. https://ncte.gov.in/website/PDF/NCFTE_2009.pdf.
- o Nehru, S. & Suryanarayana, N.V.S. (2012). *Teacher education*.New Delhi: APHPublishing
- o Pany, S.(2013). *Teacher education in India*. New Delhi: Shipra Publication. Raggett,M. & Clarkson, M.(2012). *Changing pattern of teacher education*.NewDelhi: Routledge
- o Singh, U.K. & Sudarshan, K.N.(1996). *Teacher education*. New Delhi:DiscoveryPublication House Pvt. Ltd.
- o Srivastava, R.C.(1997). *Teacher education in India: Issues and perspective*. NewDelhi: Regency Publication.

EDN C -304
PRACTICUM

100 MARKS

1. DEVELOPMENT OF A RESEARCH TOOL: (50 MARKS)

Each student shall have to develop a research tool on his/her own choice from the categories of data collection tools mentioned in the Core Course 302 (Research Methodology in Education). The complete paper is to be submitted in the Department before one month of the commencement of Practical Examination positively. Finally the research tool developed by the candidate shall be examined by both the External and Internal Examiners jointly.

- Preparation and Submission of the Record = 25 Marks
- Viva Voce. = 25 Marks

Total = 50 Marks

2. DEVELOPMENT OF A RESEARCH PROPOSAL: (50 MARKS)

Each student shall have to choose a topic in consultation with his/her Supervisor and deliver a Seminar paper on the concerned topic in the Department. The Seminar topic shall be necessarily research oriented and on the basis of the paper presented the candidate has to develop a well furnished research proposal. Through the direct observation of the presentation of the paper on the research proposal candidate's performance shall be valued Jointly by both Internal and External Examiner. Distribution of marks for examination of student performance shall be as follows:

- Preparation and Submission of the Record =25 Marks
- Viva Voce. =25 Marks

Total = 50 Marks

EDN C-305

EDUCATION (V.A.C) VALUE ADDED COURSE

LEARNING TECHNIQUES

To develop proper understanding and teaching efficiency in the P.G students.

Course Objectives:

(20+80 Marks)

- Students will be able to know the meaning, definition and characteristics of Teaching.
- Students will be able to comprehend basic idea regarding the phases and levels of teaching.
- Students will able to know basic principles and skills of teaching.
- Students will be able to develop their level of confidence through practice of different skills of teaching.

Unit-I :-Concepts of Teaching

- Meaning, Definitions and characteristics of teaching
- Teaching as an art and science
- Fundamental principles of good teaching.
- Difference between Traditional and modern teaching technology

Unit-II : Phases, Theories and Level of Teaching

- Phases of Teaching: Pre-active, Interactive & Post-active
- Learning process-Variou facets of learning & Factors affecting learning
- Practical Implications of learning theories
- Teaching & learning at different levels: Memory level, Understanding level, Reflective level

Unit-III Teaching Skill

- Concept of Core Teaching Skills
- Types of Teaching Skill
- Characteristics of Teaching Skills
- Uses of Teaching skills.

Unit-IV Teaching Learning Process

- Important aspects of Teaching-Learning Process
- Components of Teaching learning Process
- A to Z of effective Teaching.
- Psychological principles of teaching

Mode Of Transaction

Lecture cum Discussion method, Blended learning, Seminar, Workshop

SUGGESTED READINGS:

- o Aggarwal, J.C (1997) Essentials of Educational Technology: Teaching Learning, New Delhi, Vikash Publishing House Pvt Ltd.
- o Mangal, S.K (1997) Foundations of Educational Technology: Ludhiana (Panjab), Tandon Publications.
- o Kulkarni, S.S (1986) Introduction to Educational Technology: New Delhi, Oxford & IBH Publishing Company.
- o Kumar, K.L (1996) Educational Technology: New Delhi, New Age International Publishers.
- o Chand Tara & Patel, R.N (1992) Educational Technology: Ansari Road (New Delhi), Anmol Publications.
- o Saxena, N.R. Swaroop & Oberoi, S.C (1995) Technology of Teaching: Meerut, R.Mall Book Depot.
- o Jangira, N.K & Singh, Ajit (1982) Core Teaching Skills: Micro Teaching Approach: NCERT (New Delhi), Publishing Division.

FOURTH SEMESTER

EDN C-401

Advanced Statistics in Education

COURSE OBJECTIVES: (20+80 Marks)

On completion of this course, the students shall able to

- Describe the concept, importance and use Descriptive and Inferential statistics in Research.
- Describe the concept, assumptions and use of Parametric and Non parametric statistics.
- Differentiate between the Parametric and Non parametric statistics in terms of their use in different contexts.
- Compute and use various statistical measures of Co-efficient of correlation, Variability, Regression and Prediction.
- Demonstrate the skill of computation of various type of Parametric and Non parametric statistics by use of SPSS.

Unit-I Introduction to Educational Statistics

- Meaning and purpose of educational statistics
- Data-Type, Sources of educational data and graphics representation of data.
- Computation and use of Range, Quartile Deviation, Average Deviation, Standard Deviation and Variance
- Descriptive and Inferential Statistics- concept, importance, differences and uses
- The Normal Probability Curve – Its meaning, nature and applications
- Standard Score-Z-Score and T Score
- Parametric and Non-parametric Statistics- concept, assumption, differences and uses
- Testing of hypothesis, Levels of significance, Types of error (Type-I and Type-II)
- One- Tailed test and Two- Tailed test

Unit-II Co-efficient of Correlation

- Correlation- Meaning and types of Correlation.
Computation of : Rank difference correlation and product moment correlation
- Biserial correlation
- Point Biserial correlation
- Tetrachoric correlation
- Phi-Coefficient correlation
- Partial correlation
- Multiple correlation

Unit-III Parametric Statistics

- Concept of Parameter and Statistics, Sampling Error and Standard Error
- Significance of difference between Means (t test)
- Testing of Hypothesis: Null and Alternative hypothesis
- Analysis of Variance (ANOVA)- Importance, uses, assumption and types (One-way, Two-way and Three-way),
- MANOVA (Multivariate Analysis of Variance) and ANCOVA
- Post-hoc test
- Regression and Prediction

Unit-IV Non-Parametric Statistics

- Concept of Non-parametric Statistics
- Chi-square test- Importance, Assumption, uses and types (Independence, and Contingency)
- Sign test, Run Test
- Median test and k-s test
- Mann-Whitney test
- Advantages and limitations of Non-parametric Statistics.

Mode Of Transaction:

Lecture cum Discussion method, Problem solving, Blended learning, Seminar, Workshop, Small group teaching, home assignment.

SUGGESTED READINGS:

- o Aggarwal, Y.P. (1988). *Statistical methods Concepts, application and computation*. New Delhi: Streling.
- o Edwards, A.L. (1959). *Experimental design in psychological research*. New York: Rinehart & Company, Inc.
- o Enhance, D.N., Elhance, V., & Aggaewal, B.M. (2014) *Fundamentals of statistics*. Allahabad: Kitab Mahal.
- o Ferguson, G.A. (1976). *Statistical analysis in psychology and education*. New York: McGraw Hill.
- o Fisher, A. (2017). *Statistical methods for research workers*. New Delhi: Kalpaz Publications.
- o Garrett, H. E. (1973). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simon.
- o Guilford, J.P. (1978). *Fundamental statistics in psychology and education*. New York: McGraw Hill.
- o Guilford, J.P. (1954). *Psychometric methods*. New York: McGraw Hill.
- o Mangal, S.K. (2008). *Statistics in education and psychology*. New Delhi: Prentice Hall.
- o Segal, S. and Castellan, N.J. (1988). *Non parametric statistics for behavioural science*. Singapore: McGraw Hill.

EDN C -402

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

COURSE OBJECTIVES: (20+80 Marks)

On completion of the course, the students will be able to:

- Understand various components of institutional management;
- State the principles of resource management, performance appraisal time management in educational institutions;
- Explain the nature and functions of educational administration and supervision;
- Describe defects of present system of supervision;
- Reflect upon specific trends in educational supervision;
- Understand the role of central, state and local agencies in educational administration.
- Describe various techniques of supervision.
- Develop a thorough idea about leadership.

Unit-I: Educational Administration

- Educational Administration – Meaning, Principles, Functions and importance.
- Difference between General and Educational Administration
- Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism, Administration as a process, Administration as a bureaucracy.
- Human relations approach to Administration, Organisational compliance, Organisational development, Organisational climate.

Unit-II Educational Management and Supervision:

- Educational Management: Its meaning, nature, scope
- Aspects of Educational Management
- Modern Trends in Educational Management
- Educational Planning
- Educational Supervision-Its meaning, aims, principles and changing concept
- Different techniques of Supervision and their effectiveness
- Educational Supervision and human relations

Unit-III: Leadership in Educational Management and Administration

- Leadership in Educational Administration: Meaning, Nature and importance
- Approaches to leadership-Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic.
- Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)
- Measurement of leadership

Unit-IV: Quality Management in Education

- Concept of Quality and Quality in Education: Indian and International perspective.
- Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma.
- Change Management: Meaning, Need for Planned change, Three-Step Model of Change (Unfreezing, Moving, Refreezing).
- Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis.
- Quality Assurance Agencies in India and Abroad: Objectives, Functions, Roles and Initiatives.
- National Assessment Accreditation Council (NAAC): Performance Indicators;
- Quality Council of India (QCI); and
- International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Mode Of Transaction:

Lecture cum Discussion method, Problem solving, Blended learning, Seminar, Workshop, Small group teaching, home assignment.

SUGGESTED READINGS:

- o Adolph and Turner Harold, E. Supervision for change & Innovation. Houghton Mifflin Company
- o AshimaV, Deshmukh & Naik. A.P (2010). Educational Management Girgaon, Mumbai: Himalaya Publishing House.
- o Bhatnagar, R.P & Verma, I.B (1978). Educational Administration. Meerut, India: Loyal Book Depot.
- o Bhatnagar, R.P & Verma, L.B (1978). Educational Administration. Meerut, India: Loyal Book Depot.
- o Dsah, N. School Management. Atlantic Publishers and Distributors (P) Ltd., New Delhi, 2008
- o Newman and summer. The process of Management: Concept, Behaviour and Practice. New Delhi, India: Prentice Hall of India Pvt. Ltd.
- o Robin Stepher P. Organizational Behaviour. New Delhi, India: Prentice Hall Pub. Pvt. Ltd.
- o Safaya, R. & Shaida, B. D (1964). School Administration and Organization, Jalandher, India: Dhanpat Rai & Sons.
- o Simon, Herbart A. Administrative Behaviour. New York, USA :McMillan
- o Harding. H. Management Appreciation. London, Pitman Publishing, 1987 Company.
- o Mukerji, S.N. Administration of Educational Planning and Finance. Baroda, India: Acharya Book Depot.

EDN C-403

ADVANCED EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES:

(20+80 Marks)

On completion of this course, the students shall able to

- Describe the concept and nature of Educational Technology, ICT in education and information Technology.
- Explain the models of Instructional Design.
- Explain the various application of Computer in education.
- Describe the concept and approaches of e-learning and social learning.
- Relate various Learning Theories with corresponding Instructional Strategies.
- Distinguish among different types of Instructional model.
- Apply the knowledge of Educational Technology, ICT and Instructional Technology to search information on different Open Education Resources.
- Acquaint themselves with different new trends in the field of educational technology.

Unit-I Introduction to Educational Technology

- Concept of Educational Technology (ET) as a discipline
- Information Technology, Communication Technology & Information and communication Technology (ICT) and Instructional Technology.
- Components of Educational Technology- Hardware, Software, Courseware and huamnware
- Applications of Educational Technology in Formal, Non formal (Open and Distance Learning), Informal and Inclusive education system.
- Meaning, nature and scope of ICT in education
- Communication: Its concept, meaning and process
- Mass media approach in Educational Technology

Unit-II System Approach to Instructional Design and Behavior Modification

- Concept of Teaching, Instruction and Learning
- Concept of System Approach to instructional design
- Models of development of Instructional design (ADDIE, ASSURE, Dickand Carey Model Mason's)
- Models of teaching: Basic Teaching Model of Robert Glaser, Concept Attainment Model of J. S. Bruner, Bloom's Mastery Learning, Robert Gange's Information Processing Model
- Micro Teaching and FIAS

Unit-III Instructional System and Strategies

- Application of Computers in Education: CAI, CAL, CBT, CLM
- Programme instruction (Linear and Branching)
- Gagne's Nine Events of instruction and Five E's of Constructivism
- Nine Elements of Constructivist instructional Design

Unit-IV Emerging Trends in E- learning

- Concept of E-learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning).
- Social learning (Concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum)
- Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application).
- Flipped Learning
- Blended Learning
- Recommendations of NEP 2020

Mode Of Transaction:

Lecture cum Discussion method, Blended learning, Seminar, Workshop, Debate.

SUGGESTED READINGS:

- o NCERT (2006). *National Curriculum Framework 2005 Position Paper National Focus Groupon Educational Technology*. New Delhi: Author.
- o Senapaty, H.K. (2009). *ICT Integrated Learning Materials on Basic School Subjects from Constructivist Perspectives*. Bhubaneswar: Regional Institute of Education, NCERT (Monograph).
- o Senapaty, H.K. (2011). *Pedagogy-Technology Integration for the Professional Development of Teacher Educators*. Bhubaneswar: Regional Institute of Education, NCERT (Monograph). Singh, L. C. (Ed.) (2010). *Educational Technology for Teachers and Educators*. New Delhi: Vasunandi Publication.
- o UNESCO (2002). *Information and communication technology in education: A curriculum for schools and programme of teacher development*. Paris: UNESCO.
- o UNESCO (2008). *Capacity Building for ICT Integration in Education*. Retrieved from <http://portal.unesco>.
- o UNESCO (2008). *ICT Competency Standards for Teachers: Policy Framework*. Retrieved from <http://portal.unesco>.
- o Mishra, P. and Koehler, M. (2007). Technological pedagogical content knowledge (TPCK): Confronting the wicked problems of teaching with technology. In C. Crawford et al. (Eds.). *Proceedings of Society for Information Technology and Teacher Education International Conference 2007*. Chesapeake, VA: Association for the Advancement of Computing in Education. (pp. 2214-2226).
- o Mishra, P. and Koehler, M.J. (2006). Technological pedagogical content knowledge: A framework for integrating technology in teacher knowledge. *Teachers College Record*, 108 (6), 1017-1054.
- o Mishra, S. (2008). Developing E-Learning Materials: Some Pedagogical Concerns. *Indian Journal of Open Learning*, 17 (2).
- o Resta, P. (Ed.) (2002). *Information and Communication Technologies in Teacher Education: A Planning Guide*. Paris: UNESCO.
- o Roblyer, M.D. (2008). *Integrating educational technology into teaching*. New Delhi: Pearson.
- o Stodel, E.J. et al. (2006) Learners' Perspectives on What is Missing from Online Learning: Interpretations through the Community of Inquiry Framework. *The International Review of Research in Open and Distance Learning*, 7(3).
- o <http://www.irrodl.org/index.php/irrodl/article/view/325/743>. Retrieved on 19 Feb., 2007.
- o UNESCO (2002). *Information and Communication Technologies in Teacher Education A Planning Guide*. Paris: Author
- o UNESCO (2005). *How ICT can create new, open learning environments: Information and communication technologies in schools: A handbook for teachers*. Paris: UNESCO.

SPECIAL PAPER EDN C-404(A)

GUIDANCE AND COUNSELING IN EDUCATION

COURSE OBJECTIVES: (20+80 Marks)

On completion of this course, the student-teacher shall be able to

- Summarize the concept, need, principles and bases of guidance.
- Apply various tools and techniques of guidance in appropriate contexts.
- Identify the role of school in organizing different guidance programmes.
- Illustrate the concept, scope and type of counseling.
- Extract the process, tools and techniques of counseling.
- Design different types of guidance services.

Unit-I Introduction to Guidance and Counseling

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

Unit-II Tools and Techniques of Guidance

- Test and their significance in guidance programmes- various types of standardize test
- Non-Testing devices and their significance in guidance programmes with special reference to Questionnaire, Interview schedules, Socio- matric approach and Cumulative Record Cards

Unit-III Approaches and Theories of Counselling

- Cognitive- Behavioral (Albert Ellis – REBT)
- Humanistic
- Person- centered Counselling (Carl Rogers)
- Theories of Counselling (Behavioristic, Rational, Emotive and Reality)

Unit-IV Organization of Guidance Services

- Placement Service
- Occupational Information Service
- Counseling Service
- Follow-up Service
- Testing Service

Mode Of Transaction:

Lecture cum Discussion method, Blended learning, Seminar, Workshop, Smallgroup discussion.

SUGGESTED READINGS:

- o Bhatnagar, A. & Gupta, N. (1999). *Guidance and counseling: A theoretical perspective(Vol.I)*. New Delhi: Vikas.
- o Bhatnagar, A. and Gupta, N. (1999). *Guidance and counseling: A practical approach(Vol.II)*. New Delhi: Vikas.
- o Dave, I. (1984). *The basic essentials of counseling*. New Delhi: Sterling Pvt. Ltd. Gazda,G. R.M.(1989). *Group counseling: A development approach*. London: Allynand Bacon.
- o Gibson, R.L. & Mitchell, M.H. (1986). *Introduction to guidance*. NewYork:McMillan.
- o Nugent, F. A. (1990). *An Introduction to the profession of counseling*. Columbus:Merrill publishing Co.
- o Pietrofesa, J.J., Bernstein, B., & Stanford,S.(1980). *Guidance: An introduction*.Chicago: Rand McNally.
- o Rao, S.N. (1981). *Counseling psychology*. New Delhi: Tata McGraw Hill. Saraswat, R.K. & Gaur, J.S.(1994). *Manual for guidance counselors*. New Delhi: NCERT.

SPECIAL PAPER
EDN C-404(B)
CURRICULUM DEVELOPMENT

COURSE OBJECTIVES: (20+80 Marks)

On completion of this course, the students shall able to

- Illustrate the concept of Curriculum Development and various stages of Curriculum Development
- Compare among different types and models of curriculum development and their importance.
- Explain the process of curriculum development and curriculum implementations.
- Critically evaluate different Models of curriculum Evaluation
- Critically analyze the Models of curriculum development and their practical relevance in Indian context.
- Explain various factors affecting Curriculum.

Unit-I Introduction to Curriculum

- Concept and Principles of Curriculum, Component of curriculum Design
- Strategies of Curriculum Development, Stages in the Process of Curriculum development,
- Foundations of Curriculum Planning - Philosophical Bases (National, Democratic), Sociological basis (Socio cultural reconstruction), Psychological Bases (learner's needs and interests),
- Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development

Unit-II Models of Curriculum Design:

- Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [Social Reconstruction],
- Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, CIPP Model (Context, Input, Process, Product Model)
- Content Analysis and System analysis.

Unit-III Curriculum Instructional Techniques and Evaluation

- Instructional System, Instructional Media,
- Instructional Techniques and Material in enhancing curriculum Transaction,
- Approaches to Evaluation of Curriculum: Approaches to Curriculum and Instruction (Academic and Competency Based Approaches),
- Models of Curriculum Evaluation: Tyler's Model, Scriven's Model, Kirkpatrick's Model
- Scientific models (Metfesssl- Michael evaluation and Provu's Discrepantly)
- Humanistic models (Stakes responsive evaluation models, Paclett and Hamilton's model)

Unit-IV Curriculum change

- Meaning and Types of Curriculum change
- Factors Affecting curriculum change,
- Approaches to curriculum change, Role of students, Role teachers and educational administrators in curriculum change and improvement,
- Scope of curriculum research and Types of Research in Curriculum Studies

Modes Of Transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended leaning, Seminar, Workshop,

SUGGESTED READINGS:

- o Beane, J.A., Conrad, E.P. Jr. & Samuel, J.A. (1986). *Curriculum planning and development*. Boston: Allyn & Bacon.
- o Brady, L. (1995). *Curriculum development*. New Delhi: Prentice Hall. Doll, R.C. (1996). *Curriculum development: Decision-making and process*. Boston: Allyn & Bacon.
- o Krug, E.A. (1956). *Curriculum planning*. New York: Harper and Row Publishers. Ornstein,
- o A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*. Boston: Allyn & Bacon, Boston.
- o Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman.
- o Pratt, D. (1980). *Curriculum design and development*. New York: Macmillan Publishing Co. Inc.
- o Saylor, J.G., Alexander, W.M. & Lewis, A.J. (1981). *Curriculum planning for better teaching and learning*. New York: Holt Rinehart & Winston.
- o Taba, H. (1962). *Curriculum development-theory and practice*. New York: Harcourt Brace, Jovanovich.
- o Tanner, D. and Tanner, L. (1975). *Curriculum development- theory and practice*. New York: Macmillan Publishing Co. Inc.

SPECIAL PAPER
EDN C 404 (C)
HIGHER EDUCATION IN INDIA

Course Objectives: (20+80 Marks)

On completion of this course, the student shall be able to

- Analyze various policies and their recommendations on various aspects of higher education.
- Evaluate the functions and importance of different Higher education institutions.
- Examine the problems in implementation of the policies of higher education in India.
- Explore the problems and reforms in higher education in India.
- Analyze role of various agencies of higher education in India.

Unit-I Development of Higher Education in India

- Development of Higher Education in India during the Pre-Independence period-a brief history
- Development of Higher Education in India during the Post-Independence period with special reference to recommendation of UEC (1948), IEC (1964-66), and NPE (1986) NEP (2020)

Unit-II Higher Education Institutions

- Types of Universities (Central, State, Deemed and private): Establishment, management and functions.
- Institutes of National Importance: AIIMS, IIMs, IITs, IISERs, IITs and NITs
- Types of Universities in NEP 2020: Teaching-Intensive Universities, Research Intensive Universities and Autonomous Degree-Granting Colleges
- Open University, Institute of National importance: IIT, IIM, IISER and AIIMS.

Unit-III Management of Higher Education

- Ministry of Human Resources Development (MHRD)- Role and functions
- State Department of Higher Education- Role and functions
- University Grant Commission (UGC)- Role, management and functions
- All India Council for Technical Education (AICTE)-Role, management and functions.

Unit-IV Reforms in Higher Education

- Human Resources Development Centre- Role and functions
- Academic Credit Bank in NEP 2020
- Multiple Entry-Exit Options in Academic Programmes
- Holistic and Multidisciplinary Education
- Higher Education Commission of India (HECI)
- National Scholarship Portal
- National Educational Technology Forum (NETF)

Mode Of Transaction:

Lecture cum Discussion method, Blended learning, Seminar, Workshop, Smallgroup discussion.

SUGGESTED READINGS:

- o Rao, K.Sudha (Ed.) (2002). *Educational policies in India: Analysis and review of promise and performance*. New Delhi: NUEPA.
- o Ministry of Human Resource Development (2011). *Indian Institutes of development*. New Delhi: Government of India
- o Cheney, G. R., Ruzzi B. B. and Muralidharan, K. (2005). *India education report*. New Delhi: NCEE (National Center on Education and the Economy).

- o MHRD (2020). *National Education Policy 2020*. Ministry of Human Resource Development, Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf.
- o UGC (University Grants Commission) (2008). *Higher education in India: Issues related to expansion, inclusiveness, quality and finance*. New Delhi: University Grants Commission.
- o Veena, B. (1998). *Accountability and Autonomy in higher Education*. New Delhi: AIU.
- o UNESCO (1998). *Higher education in India: Vision & action*. New Delhi: UNESCO. Department of Secondary and Higher Education (2001). *Committee on autonomy of higher education institutions*. New Delhi: Government of India.

EDNC – 405
PRACTCUM
DISSERTATION

(100 Marks)

Each Student has to select a problem on any area of education, and undertake an extensive research work and prepare dissertation under the guidance of any faculty of the department. He/she is required to submit the complete dissertation to the Department 15 days before the practical examination. The evaluation of the research work will be jointly made by both External and Internal Examiner.

The mark shall be distributed as follows:

• Dissertation.	= 50 Marks
• Viva Voce.	= 50 Marks

Total	= 100 Marks

VAC C-406

CULTURAL HERITAGE OF SOUTHERN ODISHA

(Non-Credit Grade Point Add-On-Course)

INTRODUCTION:

(20+80 Marks)

Kabi Samrat Upendra Bhanja is the master-spirit of Odia Language and Culture during Medieval period. The campus of Berhampur University has been rightly named after Kabi Samrat Upendra Bhanja as 'BHANJA BIHAR'. South Odisha is the adorable storehouse of literary and cultural wealth of ancient and medieval Odisha which has elicited remarkable national acclaim. This course has been introduced with a view to familiarizing all the P.G. Students of Berhampur University with the excellent craftsmanship exemplified by the literary stalwarts including Kabi Samrat Upendra Bhanja along with the Arts, Culture and Folk Tradition of South.

Details of the Course:

Unit I - Literary works of Kabi Samrat Upendra Bhanja

Unit II - Other Litterateurs of South Odisha

Unit III - Cultural Heritage of South Odisha

Unit IV- Folk and Tribal Traditions of South Odisha.

Course Objectives:

The teaching imparted to the P.G. students of Berhampur University on the various dimensions of the literary and cultural heritage of South Odisha will help them to acquire a valuable understanding of the same. They will be inspired adequately to take the positivities learnt from the course and use them in future in their personal literary and cultural pursuits and thereby promote the literature and culture of Odisha on a global scale.

[Irrespective of Arts, Science, Commerce & Mgmt. all 4 sem. P.G. students shall attend this class. i.e.ODIA AC 410. The faculty member of P.G. Dept. Odia will teach this Paper. Details about teaching will be notified letter on .]

----- THANKS -----