SYLLABUS

MASTER OF ARTS IN EDUCATION

2023-2025

POST GRADUATE DEPARTMENT

OF

EDUCATION

GOVERNMENT AUTONOMOUS COLLEGE

ROURKELA

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SEMESTER-WISE COURSE STRUCTURE FOR THE TWO YEARS P.G. PROGRAMMES IN GOVERNMENT AUTONOMOUS COLLEGE ROURKELA

EFFECTIVE FOR THE STUDENTS ADMITTED TO THE FIRST YEAR POST GRADUATE COURSE DURING THE SESSION 2023-24 AND ONWARDS.

PG DEPARTMENT OF EDUCATION

Semester	Paper	Course Title	Credits	Marks Mid Sem.	Marks End Sem.	Total
I	AECC-I	Entrepreneurship Development	2	20+20(assignment)	60	100
	101	Philosophical foundation of education	4	20	80	100
	102	Sociological foundation of education	4	20	80	100
	103	Psychological foundation of education	4	20	80	100
	104	Recent Trends and Issues in education	4	20	80	100
	105	Practicum C-101,C-102	2	-	-	50
	106	Practicum C-103,C-104	2	-	-	50
		Total Credit /Marks for First Semester	**22**			**600**
II	AECC-II	Environmental Studies And Disaster Management	2	20+20(assignment)	60	100
	201	Educational measurement and Evaluation	4	20	80	100
	202	Educational management	4	20	80	100
	203	Curriculum Development	4	20	80	100
	204	Pedagogical Trends and Issues	4	20	80	100
	205	Practicum C-201,C-202	2	-	-	50
	206	Practicum C-203,C-204	2	-	-	50
		Total Credit /Marks for Second Semester	**22**			**600**
III	IDC	Psychological foundation of education (For non-core students)	3	20+20(assignment)	60	100
	301	Research Methodology In Education	4	20	80	100
	302	Advance Educational Statistics	4	20	80	100
	303	Advance Educational Technology	4	20	80	100
	304	Development Of Education In India	4	20	80	100
	305	Practicum C-301(b)	2	-	-	50
	306	Practicum C-301(a),C-302	2	-	-	50
	307	MOOC's one paper from Swayam or others	3	-	-	-
		Total Credit /Marks for Third Semester	**26**			**600**
IV	401	Higher education in India	4	20	80	100
	402	Teacher Education	4	20	80	100
	403	Guidance and Counseling in Education	4	20	80	100
	404	Project (Project Work (50)+ Viva (30)+ Presentation (20))	4	50+30+20		100
	405	Inclusive Education	4	20	80	100
	406					
		Total Credit /Marks for Fourth Semester	**20**			**500**
		Total Credit/Mark	**90**			**2300**

One Non-credit course will be taken by the students during the 2 year of study , NCC/NSS/Sports/Yoga/Gardening/SUPW

Philosophical Foundations of Education

Course Outcomes

On completion of this course, the students shall able to
  A. Explain about different Western and Indian philosophical thoughts in the light of Metaphysic, Epistemology, Axiology and their educational implications.
  B. Compare (similarities and differences) between different philosophical thought in the light of above dimensions.
  C. Critically analyze the present educational practices in the philosophical context.
  D. Explain the contributions of Western and Indian thinkers in education.
  E. Explain philosophical outlook to relate and analyze the context and problems of education.

Unit –I Western Schools of Philosophy

  - Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism, Logical Positivism with special reference to Metaphysic, Epistemology, Axiology and their educational implications for aims, curriculum, method of teaching, role of teacher and students and discipline.

Unit- II Indian Schools of Philosophy

  - Jainism, Buddhism, Samkhya, Vedanta with special reference to Metaphysic, Epistemology, Axiology and their educational implication of aims, curriculum, method of teaching, role of teacher and students and discipline.

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

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

Unit- IV Contribution of Indian Thinkers to Educational Theories and Practice

  - Shri Aurobindo, Vivekananda, R.N. Tagore. M.K. Gandhi.

Mode of transaction

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

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Suggested Readings

Agrwal, J.C.(2010).*Teacher and education in a developing society*. Delhi: VikashPublishing House.

Ayer, A.J.(1959).*Logical positivism*. New York: The Free Press.
Ayer,A.J.(1936). *Language, truth and logic*. U.S.A.: Penguin Books.
Arulsarmy, S. (2011).*Philosophical and sociological perspectives on education.*NewDelhi: Neelkamal Publication Pvt. Ltd.

Bhatia,K.K.(2011). *Philosophical and sociological foundation of education*. NewDelhi: Kalyani Publishers.

Brubacher, J.S. (1939). *Modern philosophies of education.* New York, USA:McGraw.

Butler,J.D.(1959). *Four philosophies and their practices in education andreligion.*
New York: Harper.

Chaube, S.P. & Chaube, A. (2009). *Foundation of education*. New Dehli: VikashPublishing House Pvt.Ltd.

Kneller F.(1971). *Introduction to philosophy of education.* New York, USA:Macmillan.

Masih, Y. (2017). *A critical history of western philosophy*. New Delhi: MotilalBanarsidass.

Ross, J. S. (1960). *Ground work of educational theory. London*. U.K: George G.Harrap & Co.

Rusk, R. R. (1992). *Philosophical bases of education*. London, U.K: OxfordUniversity of London Press Ltd.

Sharma.C.D.(2016). *A critical survey of Indian philosophy*. New Delhi:MotilalBanarsidass

Wingo, G.M. (1974). *Philosophies of education*. New Delhi: Sterling Publishers

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EDN- 102

SOCIOLOGICAL FOUNDATION OF EDUCATION

Course Outcomes

On completion of this course, the students shall able to

    A. Identify different issues about inequality in Indian society.

    B. Relate different social situation and practices of education.

    C. Explain concept of social stratification, social change and social mobility.

    D. Critically analyze the social phenomenon in the context of Indian society.

Unit-I Introduction to Educational Sociology

- Concept of Sociology of education, Approaches of sociology of education: Symbolic interaction, Structural Functionalism and Conflicttheory.
- Relationship between sociology and Education
- Concept and types of social institutions and their functions: family, school and Society.

Unit-II Education and Social Change

- Education and social change: meaning, nature and types of social change,role of education in social change

- Social mobility: meaning and types, Role of education in social mobility Theories of social change and their educational implication – Evolutionary theory,Functional theory, Cyclical theory and Conflict theory.

Unit- III Process of social change

- Concept of social movements and theories: Relative Deprivation, Resource mobilization and Political Process theory, New social movementtheory

- Education in current Social Context: Westernization, Urbanization and Sanskritization

Unit –IV Social stratification and issues in Indian society

- 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.

Mode of transaction

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

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SUGGESTED READINGS:

Abraham, M.F. (2008). *Contemporary sociology.* New Delhi: Oxford UniversityPress.

Agrwal,J.C.(2010).*Teacher and education in a developing society.* Delhi: VikashPublishing House.

Arulsarmy, S. (2011). *Philosophical and sociological perspectives on education.*NewDehli: Neelkamal Publication Pvt.Ltd.

Bhatia,K.K.(2011). *Philosophical and sociological foundation of education.* NewDelhi: Kalyani Publishers.

Brown, F.J. (1954). *Educational sociology.* New York: Prentice Hall.

Chaube, S.P. & Chaube, A. (2009). *Foundation of education.* New Dehli: VikashPublishing House Pvt.Ltd.

Clark, P. (2001). *Teaching and learning: The culture of pedagogy.* New Delhi:SagePublication.

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: VinodPustakMandir.

Pathak,   R.P. (2012). *Philosophical and   sociological principls of   education.*Delhi:Pearson.

Ottaway, A.K.C. (1966). *Education and society.* London: Routledge and KeganPaul.

Safaya, R.N. & Shaida, B. D. (2010). *Modern theory and orinciples of education.*NewDelhi: 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: OxfordUniversity of London Press Ltd.

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EDN-103

PSYCHOLOGICAL FOUNDATION OF EDUCATION

Course Outcomes

On completion of this course, the students shall able to

A. Describe different theories and approaches of Psychology: learning, motivation, intelligence, creativity and personality.
B. Compare among different psychological perspectives on student behavior, learning process and adjustment.
C. Critically analyze different approaches of learning.
D. Administer and interpret different psychological test to measure psychological traits.

Unit-I Education and School of Psychology

- Schools of psychology and their contribution towards education- Behaviorism, Psychoanalysis, Gestalt and Constructivism,

Unit-II Learning and Motivation

- Learning theories and process- Conditioning theory (Classical conditioning, Operant conditioning), Modelling theory (Bandura's Social theory) and Humanism theory (Carl Rogers theory of learning).

- Tolman's theory of learning, Kurt Lewin' field theory, Bloom's mastery learning, Ausubel's meaningful learning and Gagne's hierarchical learning.

- Theories of motivation and their educational implication: McClelland's need for achievement, Vroom's expectancy theory, Maslow's Hierarchical theory of needs.

Unit- III Intelligence and Creativity

- Concept and theories of intelligence

- Intelligence theories and their educational implications- Structure theories (Uni factor, two factor, Multi factor, Structure of intelligence, Triarchic theory of intelligence (Sternberg), Cattel's theory of intelligence, Multiple theory of intelligence (Gardner), Measurement and types of intelligence test.

- Creativity – concept and theories of creativity, Stages of creative thinking, fostering creativity talents among students through education, Measurement and types of creativity test.

Unit- IV Personality and Adjustment Mechanism

- Personality- concept and types, Type and Trait theories of personality, Type-cum-trait theories, Measurement of personality,

- Mental health and hygiene, Process of adjustment, conflicts and defense mechanism.

Mode of transaction

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

SUGGESTED READINGS:

Anastasi, A.(2016). *Psychological testing*. New Delhi: Pearson.

Bloom, B.S.(1976). *Human characteristics and school learning*. New York: McGraw Hill.

Chauhan, S.S.(2007). *Advanced educational psychology*. New Delhi: Vikas Publishing House.

Dash, M. & Dash, N.(2016). *Fundamentals of educational psychology*. New Delhi: Atlentic.

Gagne, R.M.(1985). *The conditions of learning and theory of instruction*. USA: Harcourt Brace College.

Klausmeier, H.J.(1984). *Educational psychology*. New York: Harpercollins College Div.

Pass, S.(2004). *Parrel paths to constructivism: Jean Piaget and Lev Vygotsky*. North Corolina: Information Age Pub.

Piaget, J.(1969). *The psychology of child*. New York: Basic Books.

Piaget, J.(1999). *The psychology of intelligence*. New York: Taylor and Francis.

Santrock, J.W.(2011). *Educational psychology*. Chennai: McGraw Hill.

Sternberg, R.J. and Sternberg, K.(2011). *Cognitive psychology*. California: Wadsworth Publishing Co Inc.

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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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RECENT TRENDS AND ISSUES IN EDUCATION

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Course Outcomes

On completion of this course, the students shall able to

A. Identify recent trends and issues in education from global and Indian context.
B. Explain the constitutional and educational policies for primary, secondary, higher education and inclusive education.
C. Critically analyze the importance and the functions of different regulatory and statutory bodies of education.
D. Explain the role of different agencies for quality assessment and assurance in higher education.

Unit -1 Regulations and Acts in Education

- Constitutional Provision in education; National policies on education during post –independence period;

  - Right of Children to Free and Compulsory Education (RCFCE-2009);

  - The Rights of Persons with Disabilities Act (RPWD Act- 2016).

Unit- II Global Trends in Education

- Globalization, Liberalization and Privatization- Concept, importance and their impact on education
- Education for international harmony and peace;
- Women empowerment and education; Education for socially marginalized sections.

Unit- III Role of Autonomous bodies and recent Schemes /programme inEducation

- Role and function of UGC, NCERT, NCTE, MHRD
- Autonomy: full autonomy and graded autonomy;
- Choice Based Credit System (CBCS); Grading system, Open book examinationsystem
- Rashtriya Uchchatar Shiksha Abhiyan (RUSA); Samagra Shiksha Abhiyan
- Study Webs of Active- learning for Young Aspiring Minds (SWAYAM),Massive Open Online Courses (MOOCs).

Unit-IV Quality Assessment and Assurance

- Quality assessment and assurance in higher education- concept, need and importance, problems and issues;

- National Assessment and Accreditation Council (NAAC) and its role;

- National Institutional Ranking Framework (NIRF) and its role;

- Shanghai Reports.

Mode of transaction

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

SUGGESTED READINGS

MHRD.(1986). *National policy on education.* New Delhi: Govt. of India.MHRD. (2013).*Rashtriya uchchatar shiksha abhiyan.* New Delhi: Govt. of India.
Ministry of Law and Justice.(2009). *The right of children to free and compulsoryeducation act-2009.* New Delhi: Govt. of India.

MSJE. (2016). *Person with disabilities act.* New Delhi: Govt. of India.

Sarangi, H. & Barik, P.(2018). *College autonomy and quality in highereducation.* New Delhi: Pacific Books International.

EDUCATION- 105

Practicum

C-101:

Students will present a Seminar paper on any topic from Educational Philosophy. (25 marks)

C-102:

Students will submit a report by collecting data on any one social issues from their locality (Illiteracy, Gender discrimination, Child labor or any other issue). (25 marks)

EDUCATION- 106
TOTAL-50

Practicum

C-103:

Administer and interpret any psychological tests: Personality test, Intelligence test and Creativity test.   (25 marks)

C-104:

Submission of one term paper from any topic (Recent trends in education, existing statutory policies for education, quality management process in education).

(25 marks)

EDN-201
EDUCATIONAL MEASUREMENT AND EVALUATION

COURSE OUTCOMES

On completion of this course, the students shall able to
  A. Describe and differentiate about the various concept like Test, Measurement Assessment and Evaluation.
  B. Explain the conceptual framework of educational Measurement, Assessment and Evaluation.
  C. Calculate the Psychometric properties of the test.
  D. Explain the quality of good test.
  E. Construct and standardized of an Achievement test and prepare different types of test items.
  F. Critically evaluate the various Models of Evaluation.

Unit-I Test, Measurement, Assessment and Evaluation

- Meaning, nature, process and importance of Test, Measurement, Assessment and Evaluation.
- Types of evaluation – Placement, Formative, Diagnostic, Summative; Criterion- Referenced and Norm- referenced evaluation; power vs speedtest.
- Approaches of Assessment – Assessment of learning, Assessment for learning, Assessment as learning.
- Scales of Measurement- Nominal, Ordinal, Interval and Ratio.

Unit-II Construction and Standardization of Achievement Test

- Process of test construction – Planning, Preparation, Tryout and Evaluation.
- Types of Achievement Test – Teacher-Made, Standardized test
- Types of test items – objective types (Recognition and Supply), Subjective types (Extended and Restricted), Reflective types, Interpretive types
- Item Analysis: Items discrimination, Items difficulties, Plausibility of distractor.
- Attitude scale: Concept and types - Thurstone, Likert Scale, Semantic differential.

Unit-III Characteristics of good Test

- Reliability – Concept, types, method of computation and factors affecting Reliability.
- Validity – Concept, types, Approaches of Validity and factors affecting Validity
- Objectivity: Concept

- Usability: Concept
- Interpretation of test scores. Standard Scores- Z-Score, T-Score, S t a n i n e ,Percentile, Percentile Rank and Grading (A b s o l u t e grading and Relative grading)

Unit-IV Models of Educational Evaluation and Assessment

- Goal attainment model
- Judgmental model
- Decision facilitation model
- Naturalistic model
- Continuous Comprehensive Evaluation.
- Portfolio, Rubric, Hot Potato, Self -Evaluation, Peer-Group Evaluation

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

SUGGESTED READING SOURCES:

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: PrenticeHallof 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 intellectualquality*. 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.

Popham, W.J. (2010). *Classroom assessment: What teachers need to
know* .New York:Prentice Hall.

Stanley, J.C. and Hopkins, K.D. (1990). *Educational and
psychologicalmeasurement and evaluation.* New Jersey:
Prentice Hall of India Ltd.

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EDUCATIONAL MANAGEMENT

COURSE OUTCOMES

On completion of this course, the students shall able to
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A. Describe and differentiate am o n g concept of Administration, Management, Leadership.
B. Explain t h e concept, theories and styles of leadership in Educational Management.
C. Illustrate the concept of leadership and different leadership styles in Education
D. Compare between the Educational Management and Educational Administration
E. Describe the concept, principles of Total Quality Management approach in education.
F. To critically Evaluate the conceptual framework of Educational Management, Administration and Leadership.
G. Analyze different models of Leadership and their application in the field of Education.
H. Explain the role of various Quality Assurances agencies in Education.

Unit-I Educational Management and Admi n i s t r a t i o n

- Educational Management and Administration – Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM,PERT
- Management as a system, SWOC analysis, Taylorism, Administration as a process, Administration as a bureaucracy.
- Human relations approach to Administration, Organizational compliance, Organizational development, Organizational climate, Organizational Effectiveness.

Unit-II Leadership in Educational Administration

- Leadership in Educational Administration: Meaning and Nature,
- 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)

Unit-III Quality in Educational Management

- 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,
- Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad

- Role of SMC and SMDC in institutional Management

Unit-IV Modern Techniques and Change Management

- Change Management: Meaning, Need for Planned change, Three Step-Model of Change (Unfreezing, Moving, Refreezing)
  - The Japanese Models of Change: Just-in-Time, Poka yoke
- Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis
- Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC],
- Performance Indicators, Quality Council of India [QCI]
- International Network for Quality Assurance Agencies in Higher Education [INQAAHE)
- Planning Programme and Budgeting System (PPBS)
- Appraisal of the Educational Organization -UGC, NCTE, AICTE.

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

SUGGESTED READINGS

Bhatnagar, R. P. & Aggrawal,V. (2015).   *Educational administration.* Meerut:LayalBook Depot,

Buch, T. (1980). *Approaches to school management.* London: Harper and Row. Chalam,

K.S. (2003). *Introduction to educational planning and management.* New Delhi, Anmol Publications Pvt. Ltd.

Chandrasekharan P. (1997). *Educational planning and management.* New Delhi: SterlingPublishers Pvt. Ltd.

Deshmukh, A.V. & Naik, A. P. (2010). *School administration and management.* Mumbai.

Glasser, W. (1990). *The quality schools.* New York, NY: Harper Collins Publishers, Inc. Government of India (1986/92). *National policy on education.* New Delhi: MHRD. Gupta,

S.K. & Gupta, S.91991). *Educational administration and management.* Indore: Manorama Prakashan.

Hallak, J. (1990). *Investing in the future: Setting educational priorities in the developing world.* Paris: UNESCO.

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Kalra, Alka (1977). *Efficient school management and role of principals.* NewDelhi: APHPublishing Corporation.

Kochar, S.K. (2011). *School administration and management.* New Delhi:Sterling Mukharjee,S.N.(1970).*Administration of education, planning and finance.*Baroda: Acharya Book Depot.

Mukherjee, P. N.(2006). *Total quality management.* New Delhi: PHI LearningPvt. Ltd.

Mukhopadhyay, M. (2001). *Total quality management in education.* New Delhi: NIEPA.

Shaeffer, S. (1991). *Collaborating for educational change: The role of parents and thecommunity in school improvement.* Paris: UNESCO.

Tyagi R.S. & Mahapatra P.C. (2000). *Educational Administration in Orissa.* New Delhi,National Institute of Educational Planning and Administration (NIEPA)

Vashist, Savita (ed.) (1998). *Encyclopaedia of school education and management.*New Delhi: Kamal Publishing House.

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CURRICULUM DEVELOPMENT

COURSE OUTCOMES

On completion of this course, the students shall able to

A. Illustrate the concept of Curriculum Development and various stages of Curriculum Development

B. Compare among different types and models of curriculum development and their importance.

C. Explain the process of curriculum development and curriculum implementations.

D. Critically evaluate different Models of curriculum Evaluation

E. Critically analyze the Models of curriculum development a n d their practical relevance in Indian context.

F. 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), PsychologicalBases (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 / ActivitiesModel [Social Reconstruction],
- Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, CIPP Model (Context, Input, Process, Product Model)
- Content Analysis
- 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, and 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

Beane, J.A., Conrad, E.P. Jr. & Samuel, J.A. (1986). *Curriculum planning anddevelopment.*
Boston: Allyn & Bacon.

Brady, L. (1995). *Curriculum development.* New Delhi: Prentice Hall.
Doll, R.C.(1996). *Curriculum development: Decision-making and process.* Boston: Allyn & Bacon.

Krug, E.A. (1956). *Curriculum planning.* New York: Harper and Row Publishers.Ornstein,
A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues.* Boston: Allyn & Bacon, Boston.

Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.).
New York, NY:Longman.
Pratt, D.(1980). *Curriculum design and development.* New York: MacmillanPublishing Co.
Inc.

Saylor, J.G., Alexander, W.M. & Lewis, A.J.(1981). *Curriculum planning for betterteaching and learning.* New York: Holt Rienehart & Winston.

Taba, H. (1962). *Curriculum development-theory and practice.* New York:Harcourt Brace,Jovanoich.

Tanner, D. and Tanner, L.(1975). *Curriculum development- theory and practice.* New York: Macmillan Publishing Co. Inc.

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PEDAGOGICAL TRENDS AND ISSUES

COURSE OUTCOMES

On completion of this course, the students shall able to

A. Describe the process and importance of communication in teaching learning process.
B. Explain the use of traditional pedagogy in present teaching learning environment.
C. Categories pedagogical trends from behavioristic to Constructivist prospective.
D. Differentiate the modern pedagogical trends strategies from Traditional pedagogical designs.
E. Evaluate various pedagogical issues in present scenario
F. Critically Analyze the pedagogical issues and challenges from classroom, institutional point of view
G. Critically analyze the various Issues and challenges of Teacher Education Institution

Unit-I Teaching, Learning and Communications

- Concept, characteristics and principles of teaching & learning.
- Modalities of teaching- Teaching and instruction; Conditioning and Training.
- Stages of Teaching- Pre-active, Interactive and Post active.
- Levels of Teaching - Memory, Understanding and Reflective.
- Communication process- Concept, principles, modes and barriers.

Unit-II Traditional Pedagogy

- Deductive, Inductive, Analytic, Synthetic, Lecture, Team teaching, Discussion, Panel discussion, Seminar, tutorials and problem solving.

Unit-III Modern Pedagogical Trends

- Behavioristic pedagogy- Herbartian teaching strategy and Bloom's Mastery learning
- Constructivist pedagogy-5'E Model and ICON Instruction design model.

Unit-IV Pedagogical Issues and Challenges

- Issues and challenges at grassroot levels-classroom and school levels.
- Issues and challenges at Teacher Education Institution-DIETs, ISC-CT, B. Ed and M.ED.
- Issues and challenges at macro levels- NCERT, NCTE, UGC and SCERT.

MODES OF TRANSACTION: Lecture cum Discussion method, Observational Design, New approaches of Teaching, Blended leaning, Seminar, Workshop, Policies document analysis, Action research.

SUGGESTED READINGS:

Bigge, M.L. & Shermis, S.S. (1992). *Learning theories for teachers.* New York: HarperCollins.

Bruner, J.S. (1966). *Toward a theory of instruction.* Cambridge: Belknap Press of HarvardUniversity.

Bruner, J.S. (1973). *Beyond the information given: Studies in the psychology of knowing.* New York:W W Norton and Company Incorporated.

Clarke, P. (2001). *Teaching and learning: The culture of pedagogy.* New Delhi: Sage Publication

Malone, J. and Taylor, P. (eds) (1993). *Constructivist interpretations of teaching and learninggeneral science.* Perth: Curtin University of Technology

NCERT (2005). *National curriculum framework 2005.* New Delhi: NCERT Piaget, J. (1969). *Thepsychology of child.* New York: Basic Books Vygotsky, L.S. (1978). *Mind in society.* Cambridge: Harvard University Press.

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<div align="center">

EDN-205

PRACTICUM

</div>

C- 201:

Construction of an Achievement Test on School Subject and calculating Reliability and Validity

<div align="right">(25 marks)</div>

C-202:

Visit a School and make a report on Institutional Management and Administration

<div align="right">(25 marks)</div>

C-203:

Prepare a report on Administration and Evaluation of any curriculum Model in EducationalInstitution   (25 marks)

C-204:

Develop and deliver 5 lesson plans by using 5E Model /Icon Model   (25 marks)

Piaget, J.(1969).*The psychology of child*. New York: Basic Books.

Piaget, J.(1999).*The psychology of intelligence*. New York: Taylor and Francis.Santrock,J.W.(2011).*Educational psychology*. Chennai: McGraw Hill.
Sternberg, R.J. and Sternberg, K.(2011).*Cognitive psychology*. California:Wadsworth Publishing Co Inc.

Vygotsky, L.S.(1978).*Mind in society*. Cambridge: Harvard University Press.Vygotsky, L.S.(1986). *Thought and language*. Columbia: MIT Press.
Wolkfolk, A.(2014).*Educacational psychology*. New Delhi: Pearson.

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PSYCHOLOGICAL FOUNDATION OF EDUCATION

Course Outcomes

On completion of this course, the students shall able to

E. Describe different theories and approaches of Psychology: learning, motivation, intelligence, creativity and personality.
F. Compare among different psychological perspectives on student behavior, learning process and adjustment.
G. Critically analyze different approaches of learning.
H. Administer and interpret different psychological test to measure psychological traits.

Unit-I Learning and Motivation

- Learning theories and process- Conditioning theory (Classical conditioning, Operant conditioning), Modelling theory (Bandura's Social theory) and Humanism theory (Carl Rogers theory of learning).

- Tolman's theory of learning, Kurt Lewin' field theory, Bloom's mastery learning, Ausubel's meaningful learning and Gagne's hierarchical learning.

Unit- II Intelligence and Creativity

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

Unit- III Personality and Adjustment Mechanism

- Personality- concept and types, Type and Trait theories of personality, Type-cum-trait theories, Measurement of personality,

- Mental health and hygiene, Process of adjustment, conflicts and defense mechanism.

Mode of transaction

30

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

SUGGESTED READINGS:

Anastasi,A.(2016).*Psychological testing*. New Delhi: Pearson.

Block, J.H.(1971). *Mastery learning: Theory and practice*. New York: Holt Rinahartand Winston.

Bloom, B.S.(1976). *Human characteristics and school learning*. New York: McGrawHill.

Bruner, J.S. (1973). *Beyond the information given: Studies in psychology of knowing*.
New York: W W Norton and Company Incorporation.

Chauhan, S.S.(2007).*Advanced educational psychology*. New Delhi: VikasPublishing House.

Dash, M. & Dash, N.(2016). *Fundamentals of educational psychology*. New Delhi:Atlentic.

Freeman, F.S.(1962).*Theory and practice of psychological testing*. New Delhi:Oxford & IBH.

Gagne, R.M.(1985). *The conditions of learning and theory of instruction*.USA:Harcourt Brace College.

Klausmeier, H.J.(1984).*Educational psychology*. New York: HarpercollinsCollege Div.

Pass, S.(2004). *Parrel paths to constructivism: Jean Piaget and Lev Vygotsky*.NprthCorolina: Information Age Pub.

THIRD SEMESTER

EDN-301

RESEARCH METHODOLOGY IN EDUCATION

COURSE OUTCOMES

On completion of this course, the students shall able to

A. Describe about evolutionary prospective of knowledge construction process.

B. Describe the nature, scope and needs of Educational Research.

C. Explain different approaches and designs of educational research.

D. Identify and formulate research problem and state the hypothesis.

E. Differentiate between Probability and Non probability sampling techniques.

F. Select and develop different types of data collection tools.

G. Prepare the research proposal and report

UNIT-I Introduction to Educational Research

- Evolution of scientific knowledge construction process.

- Meaning and steps of Scientific Method, 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-Qualitative, Quantitative and Mixed

UNIT-II Research Process

- Research Problem- Criteria, Sources of identifying problem and Statement of the Problem.

- Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator).

- Review of Related Literature- Meaning and Sources.

- Hypothesis and Research Question - Meaning, Characteristics, Types, Sources and Testing of hypothesis.

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- Concept of Population and Sample.
- Techniques of Sampling (Probability and Non-probability), Estimate size of sample.
- Tools and Techniques of data collection (Rating scale, Attitude scale, Questionnaire, Aptitude test, Interview, Observation and Inventory).
- Identification, selection and development of tools

UNIT-III Designs of Educational Research

- Historical research- Concept, features and process.
- Descriptive research- Concept, importance, types (Case study, Survey research, Phenomenological, Ethnographic, Naturalistic inquiry and developmental) and process
- Co relational research- Concept, features and process
- Experimental research- Concept, Characteristics, Design, Internal and External validity and Process
- Ex-post facto research- Concept, features and process

UNIT-IV Research Report

- Writing proposal- format and style
- Writing Thesis/ Dissertation- format and style
- Writing Article for Journal
- Writing paper for seminar and conference
- Writing reference, Bibliography and citation
- Research ethics and concept of plagiarism & it's protection

MODE OF TRANSACTION

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

SUGGESTED READING SOURCES:

Ary, D. & Jacobs, L. (2002). *Introduction to research in education*. Belmont-USA:WadsworthThomason Learning.

Best, J.W.(1986). *Research in education*. New Delhi: Prentice Hall of India.

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

Campbell, W.G. & Ballou, S.V. (1974). *Form and style: Theses, reports,termpapers*. Boston :Houghton Mifflin.

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Creswell, J.W. (2014). *Educational research.* Delhi: PHI learning privatelimited.

Creswell, J.W. (2007). *Qualitative inquiry and research design: choosing amongfive approaches.* London: Sage Publications.

Edwards, A.L.(1984). *Experimental design in psychological research.* NewYork:HarperCollins College Div. Publication.

Gay, L.R. & Airsian, P. (2000). *Educational research: competencies foranalysisand application.* New York: Macmillan.

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

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

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

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EDN-302

ADVANCED EDUCATIONAL STATISTICS

COURSE OUTCOMES

On completion of this course, the students shall able to

F. Describe the concept, importance and use of Descriptive and Inferential statistics in Research.

G. Describe the concept, assumptions and use of Parametric and Non parametric statistics.

H. Differentiate between the Parametric and Non parametric statistics in terms of their use in differentcontexts.

I. Compute and use various statistical measures of Co-efficient of correlation, Variability, Regression and Prediction.

J. Demonstrate the skill of computation of various type of Parametric and Non parametric statistics by use of SPSS.

Unit-I Introduction to Educational Statistics

- Descriptive and Inferential Statistics- concept, importance, differences and uses
- 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

- Biserial correlation
- Point Biserial correlation
- Tetrachoric correlation
- Phi-Coefficient correlation
- Partial correlation
- Multiple correlation

Unit-III Parametric Statistics

- Significance of difference between Means (t test)
- Analysis of Variance (ANOVA)- Importance, uses, assumption and types (One-way, Two-way and Three-way),
- MANOVA and ANCOVA
- Post–hoc test

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- Regression and Prediction

Unit-IV Non-Parametric Statistics

- Chi-square test- importance, assumption, uses and types (Independence, and Contingency)
- Median test
- Mann-Whitney test

MODE OF TRANSACTION

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

SUGGESTED READING SOURCES

Aggarwal, Y.P. (1988). *Statistical methods- Concepts, application andcomputation*. New Delhi: Streling.

Edwards,A.L.(1959). *Experimental design in psychological research.* NewYork:Rinehart & Company, Inc.

Enhance,D.N., Elhance,V., & Aggaewal,B.M.(2014). *Fundamentals ofstatistics.* Allahabad: Kitab Mahal.

Ferguson, G.A. (1976). *Statistical analysis in psychology and education.* NewYork: McGraw Hill.

Fisher, R. A. (2017).*Statistical methods for research workers.* Newdelhi:KalpazPublications.

Garrett, H. E.(1973). *Statistics in Psychology and Education.* Bombay:Vakils,Feffer and Simon.

Guilford,J.P.(1978). *Fundamental statistics in psychology and education.*NewYork:McGraw Hill.

Guilford,J.P.(1954).*Psychometric methods.* New York: McGraw Hill.

Mangal, S.K. (2008). *Statistics in education and psychology.* New Delhi:PrenticeHall.

Segal, S. and Castellan, N.J.(1988).*Non parametric statistics forbehavioural science.* Singapore: McGraw Hill.

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ADVANCED EDUCATIONAL TECHNOLOGY

COURSE OUTCOMES

On completion of this course, the students shall able to

- A. Describe the concept and nature of Educational Technology, ICT in education and Instructional Technology.

- B. Explain the models of Instructional Design.

- C. Explain the various application of Computer in education.

- D. Describe the concept and approaches of e-learning and Social learning.

- E. Relate various Learning Theories with corresponding Instructional Strategies.

- F. Distinguish among different types of Instructional model.

- G. Apply the knowledge of Educational Technology, ICT and Instructional Technology to search information on different Open Education Resources.

Unit-I Introduction to Educational Technology

- Concept of Educational Technology (ET) as a discipline

- Information Technology, Communication Technology & Information and Communication Technology (ICT) and InstructionalTechnology.

- Aspects of Education Technology- Hardware, Software, Courseware and Human ware
- 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

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, Dick and 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 Gagne's Information Processing Model
- Micro Teaching and FIAS

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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 READING SOURCES:

NCERT (2006). *National Curriculum Framework 2005 Position Paper National Focus Groupon Educational Technology.* New Delhi: Author.

Senapaty, H.K. (2009). *ICT Integrated Learning Materials on Basic School Subjects from Constructivist Perspectives.* Bhubaneswar: Regional Institute of Education, NCERT (Monograph).

Senapaty, H.K. (2011). *Pedagogy-Technology Integration for the Professional Developmentof Teacher Educators.* Bhubaneswar: Regional Institute of Education, NCERT (Monograph). Singh, L. C. (Ed.) (2010). *Educational Technology for Teachers and Educators.* New Delhi: Vasunandi Publication.

UNESCO (2002). *Information and communication technology in education: A curriculum for schools and programme of teacher development.* Paris: UNESCO.

UNESCO (2008). *Capacity Building for ICT Integration in Education.* Retrieved from http://portal.unesco.

UNESCO (2008). *ICT Competency Standards for Teachers: Policy Framework.* Retrieved from http://portal.unesco.

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 InternationalConference 2007.* Chesapeake, VA: Association for the Advancement of Computing in Education. (pp. 2214-2226).

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.

Mishra, S. (2008). Developing E-Learning Materials: Some Pedagogical Concerns. *Indian Journal of Open Learning*, 17 (2).

Resta, P. (Ed.) (2002). *Information and Communication Technologies in Teacher Education: APlanning Guide.* Paris: UNESCO.

Roblyer, M.D. (2008). *Integrating educational technology into teaching.* New Delhi: Pearson.

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). http://www.irrodl.org/index.php/irrodl/article/view/325/743.Retrieved on 19 Feb., 2007.

UNESCO (2002). *Information and Communication Technologies in Teacher Education APlanningGuide.* Paris: Author

UNESCO (2005). *How ICT can create new, open learning environments: Information andcommunication technologies in schools: A handbook for teachers.* Paris: UNESCO.

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DEVELOPMENT OF EDUCATION IN INDIA

COURSE OUTCOMES

On completion of this course, the students shall able to

A. Provide a broad sketch about the development of education in India from Pre-independence period to till date.
B. Explain level wise major schemes for quantity and quality expansion of Education.
C. Compare the educational structure, provisions among three major Policies on Education
D. Critically evaluate the Background, Objectives and recommendations of various Committees, Commissions andpolicies on Education.

Unit-I Education during British Period

- Charter Act and Macaulay's Minute
- Wood Despatch
- 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 (1954)
- Kothari Commission (1964-66)

Unit-III Policies on Education

- NPE-1968
- NPE- 1986
- Programme of Action, 1992
- RMSA, 2009
- RTE Act, 2009
- RUSA, 2013

Unit-IV: National Education Policy, 2020

- NEP- 2020
- Structure, Curriculum and Pedagogy of School Education

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- 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 READING SOURCES:

Aggrawal, J.C.(2010). *Landmarks in the history of modern Indian education.*New Delhi: Vikash Publishing Pvt Ltd.

Das, K.K. (1993). *Development of education in India.* New Delhi: KalyaniPublishers.

Dash, B.N. (1911). *Development of education in India.* New Delhi: Ajanta Prakashan.

Govt. of India (1986). *National policy on education.* New Delhi: MHRD. Govt.of India. (1992, 1998). *National policy on education, 1986 (Asmodified in 1992).*

Retrieved   from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf

Keay, F.E. & Mitra, Sukumar (1978). *A history of education in India.* NewDelhi: Oxford University Press.

Ministry of Education (1966). *Education and national development.* NewDelhi: Ministry of Education, Government of India.

Mukherji, S.M., (1966). *History of education in India.* Vadodara: AcharyaBook Depot.

Naik, J.P. and Syed, N., (1974). *A student's history of education in India.* NewDelhi: MacMillan.

NCERT (2005). *National curriculum framework 2005.* New Delhi: NationalCouncilof Educational Research and Training.

Rawat, P.L.(1989). *History of Indian education.* New Delhi: Ram Prasad &Sons. Website, www.mhrd.gov.in

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Practicum –C-301(b)
DEVELOPMENT OF RESEARCH PROPOSAL

50 MARKS

Each student shall have to choose a topic in consultation with his \her supervisor and deliver a seminar on the topic in the Department. The seminar topic shall be research oriented and the seminar paper is basically a proposal. After presentation of the paper, candidate's performance shall be valued jointly by both internal and external examiner. Distribution of marks for presentation of paper andparticipation in seminar discussion shall be as follows.

Presentation of paper: 40 Marks

Clarification of Points and discussion: 10 Marks

Practicum-C-301(a)
RESEARCH PAPER REVIEW (25 MARKS)

Each student will submit a review report based on their selected research problem from at least 10 research papers (Web of Science/Scopus).

Practicum –C-302 (25 MARKS)

ANALYSIS AND INTERPRETATION OF QUANTITATIVE DATA USING SPSS.

Students have to analyses the data for calculation of Central tendency, Variability, Correlation, Regression by used of SPSS.

EDN-401
HIGHER EDUCATION IN INDIA

Course Outcomes

On completion of this course, the student shall able to
  A. Analyze various policies and their recommendations on various aspects of higher education.
  B. Evaluate the functions and importance of different Higher education institutions.
  C. Examine the problems in implementation of the policies of higher education in India.
  D. Explore the problems and reforms in higher education in India.
  E. 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, IISe and AIMS.

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

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- Holistic and Multidisciplinary Education
- Higher Education Commission of India (HECI)
- National Scholarship Portal
- National Educational Technology Forum (NEFT)

MODE OF TRANSACTION

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

SUGGESTED READINGS

Rao, K.Sudha (Ed.) (2002). *Educational policies in India: Analysis and review ofpromise and performance.* New Delhi: NUEPA.

Ministry of Human Resource Development (2011). *Indian Institutes of development.*
New Delhi:Government of India

Cheney, G. R., Ruzzi B. B. and Muralidharan,K. (2005). *India educationreport.*New Delhi: NCEE (National Center on Education and the Economy).
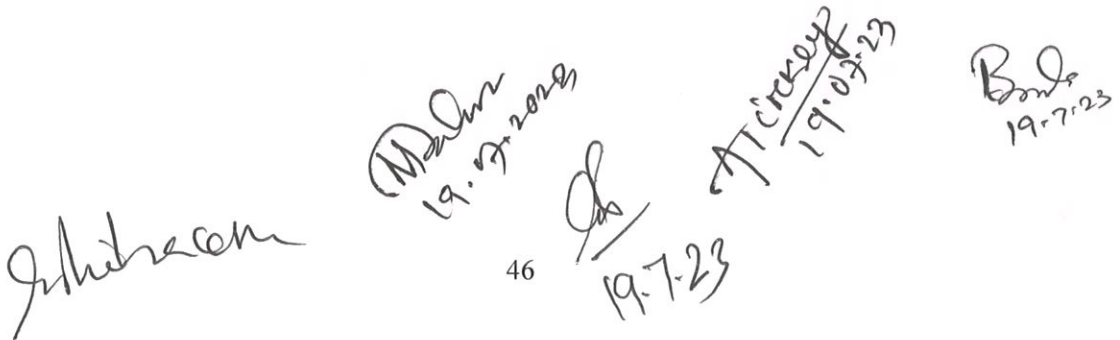
MHRD(2020).*National Education Policy 2020.*Ministry of Human Resource
Development,   Government   of
India.
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_ English_ 0.pdf.
UCG (University Grants Commission) (2008). *Higher education in India: Issues related to expansion, inclusiveness, quality and finance.* New Delhi: University Grants Commission.
Veena,B. (1998). *Accountability and Autonomy in higher Education.* New Delhi: AIU.
UNESCO (1998). Higher education in India: Vision & action. New Delhi: UNESCO. Department of Secondary and Higher Education (2001).*Committee on autonomy ofhigher education institutions.* New Delhi: Government of India.

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EDN-402

TEACHER EDUCATION

Course Outcomes

On completion of this course, the student shall be to

A. Describe the concept, scope and importance of teacher education.
B. Analyse various policies recommendations for teacher education in India
C. Critically evaluate professional ethics, autonomy and accountability of teacher in their profession
D. Identify the problems in implementation of the policies for teacher education
E. Analyse 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)
- 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.

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- 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 base of 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

Aggrawal, J.C.(1996). *The progress of education in free India.* New Delhi: AryaBook Depot.

Balram,R.(1993). *In service education and training of teachers.* Paris: OECD. Hopkins, D. & Reid, M. (1993). *Professional development of teacher.* London:Kogan Page.

Joshi, J.N. (1997). *Teacher education: pre-service and in-service.* New Delhi:NCERT.

NCTE (2009). *National Curriculum Framework for Teacher Education.* National Council for Teacher Education. https://ncte.gov.in/website/PDF/NCFTE_2009.pdf.

Nehru, S. & Suryanarayana, N.V.S. (2012). *Teacher education.*New Delhi: APHPublishing

Pany, S.(2013). *Teacher education in India.* New Delhi: Shipra Publication. Raggett,M. & Clarkson, M.(2012). *Changing pattern of teacher education.*NewDelhi: Routledge.

Sahoo,P.K., Yadav,D. and Das, B.C.(2010). *Professionalism in t eachereducation:Contemporary Perspectives.* New Delhi: Uppal.

Singh, U.K. & Sudarshan, K.N.(1996). *Teacher education.* New Delhi:DiscoveryPublication House Pvt. Ltd.

Srivastava, R.C.(1997). *Teacher education in India: Issues and perspective.* NewDelhi: Regency Publication.

EDN-403

GUIDANCE AND COUNSELING IN EDUCATION

Course Outcomes

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

A. Summarize the concept, need, principles and bases of guidance.

B. Apply various tools and techniques of guidance in appropriate contexts.

C. Identify the role of school in organizing different guidance programmes.

D. Illustrate the concept, scope and type of counseling.

E. Extract the process, tools and techniques of counseling.

F. 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, Small group discussion.

SUGGESTED READINGS

Bhatnagar, A. & Gupta, N. (1999). *Guidance and counseling: A theoretical perspective(Vol.I)*. New Delhi: Vikas.

Bhatnagar, A. and Gupta, N. (1999). *Guidance and counseling: A practical approach(Vol.II)*. New Delhi: Vikas.
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.
Gibson, R.L. & Mitchell, M.H. (1986). *Introduction to guidance*. New York:McMillan.
Nugent, F. A. (1990). *An Introduction to the profession of counseling*. Columbus:Merrill publishing Co.
Pietrofesa, J.J., Bernstein, B., & Stanford,S.(1980). *Guidance: An introduction*.
   Chicago: Rand McNally.
Rao, S.N. (1981). *Counseling psychology*. New Delhi: Tata McGraw Hill.
Saraswat R.K. & Gaur .S.(1994) *Manual for guidance counselors*. New Delhi: NCERT.

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DISSERTATION

Each M.A. (Education) student of Semester IV is compulsory required to select a problem on any area of education, carry out intensive research work and prepare a dissertation under the guidance of a teacher of the department. He/she is required to submit the complete dissertation to the Department 15 days before the practical examination. The evaluation of research work shall be jointly made by both external examiner and the internal examiner.

The mark shall be distributed as
follows Dissertation: 50 Marks
Viva- Voce: 50 marks

EDN-405

INCLUSIVE EDUCATION

Course Outcomes

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

- A. Describe historical background of inclusive education.

- B. Summarize concept, nature, and scope of inclusive education.

- C. Categorize types of inclusive education.

- D. Illustrate the types, characteristics of physically and sensory handicapped.

- E. Identify characteristics, etiology and prevention of physically and sensory handicapped.
- F. 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.

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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.* UnitedState: ASCD.

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Mangal,S.K.(2007). *Educating exceptional children: An introduction to specialeducation.* New Delhi: Prentice Hall India Pvt. Ltd.

Panda, K.C.(1997). *Education of exceptional children.* New delhi: Bookman.

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