DEPARTMENT OF EDUCATION
SYLLABUS OF UG PROGRAMME (B.A.)

RAMA DEVI WOMEN'S UNIVERSITY
Vidya Vihar, Bhubaneswar-751022, Odisha
Website: https://rdwu.ac.in

PROFESSIONAL ETHICS	GENDER	HUMAN VALUES	ENVIORNMENT & SUSTAINABILITY

SYLLABUS FOR UNDER GRADUATE COURSE IN **EDUCATION**
(Bachelor of Arts Examination)

RAMADEVI WOMEN'S UNIVERSITY
VIDYA VIHAR, BHUBANESWAR-22

UNDER CHOICE BASED CREDIT SYSTEM

Course structure of UG Education Honours

Semester	Course	CourseName	Credits	Totalmarks
I	AECC-I	AECC-I	04	100
	C-I C-IPractical	Educational Philosophy	04 02	75 25
	C-II C-IIPractical	Educational Psychology	04 02	75 25
	GE-I GE-IPractical	GE-I	04 02	75 25
			20	
II	AECC-II	AECC-II	04	100
	C-III C-IIIPractical	Educational Sociology	04 02	75 25
	C-IV C-IVPractical	Changing Pedagogical Perspective	04 02	75 25
	GE-II GE-IIPractical	GE-II	04 02	75 25
			20	
III	C-V C-VPractical	Educational Assessment and Evaluation	04 02	75 25
	C-VI C-VIPractical	Educational Research	04 02	75 25
	C-VII C-VIIPractical	Statistics in Education	04 02	75 25
	GE-III GE-IIIPractical	GE-III	04 02	75 25
	SEC-I	SEC-I	04	100

Semester	Course	CourseName	Credits	Totalmarks
			26	
IV	C-VIII	History of Education in India	04	75
	C-VIIIPractical		02	25
	C-IX	Curriculum Development	04	75
	C-IXPractical		02	25
	C-X	Guidance and Counseling	04	75
	C-XPractical		02	25
	GE-IV	GE-IV	04	75
	GE-IVPractical		02	25
	SEC-II	SEC-II	04	100
			26	
Semester	Course	CourseName	Credits	Totalmarks
V	C-XI	Development of Education in Odisha	04	75
	C-XIPractical		02	25
	C-XII	Information And Communication Technology in Education	04	75
	C-XIIPractical		02	25
	DSE-I	A. Pedagogy of language (English)	04	75
	DSE-IPractical	B. Pedagogy of language (Odia)	02	25
	DSE-II	A. Pedagogy of Social Sciences	04	75
	DSE-IIPractical	B. Pedagogy of Mathematics	02	25
			24	
VI	C-XIII	Contemporary Trends and Issues in Indian Education	04	75
	C-XIIIPractical		02	25
	C-XIV	Educational Management and Leadership	04	75
	C-XIVPractical		02	25
	DSE-III	A. Policy and Practices in School Education in India	04	75

	DSE-IIIPractical	B. Policy and Practices in Higher Education in India	02	25
	DSE-IV	InclusiveEducation(Theory)	04	75
	DSE-IVPractical		02	25
	OR			
	DSE-IV	Dissertation	06	100*
			24	

P.G. DEPARTMENT OF EDUCATION
PROGRAMME OUTCOMES (POs) OF B.A. IN EDUCATION

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

PO1: Holistic development of students to create responsible citizenry through social, moral, cultural, ethical and professional code of conduct.

PO2: Pursue tech-pedagogical skills by applying critical thinking and analytical power in the field of education.

PO3: Develop managerial, analytical, communicative, creative, employability and strategic skills to meet the ever changing challenges of the global scenario.

PO4: Demonstrate advanced knowledge and awareness in the field of education.

PO5: Review educational research critically and apply in day-to-day life.

PO6: Evaluate the policies in socio-cultural context of education in India and global perspectives.

PO7: Understand the learning models, evaluation techniques and implementation strategy in education.

PO8: Develop essential skills to analyze and interpret data from qualitative and quantitative perspectives.

PO9: acquired and apply the skills of academic writing for variety of audiences including peers, researchers, teachers and larger professional community.

PO10: Learn to develop a sense of inclusive education practices.

HoD, Education

P.G. DEPARTMENT OF EDUCATION
PROGRAMME SPECIFIC OUTCOMES (PSOs) OF B.A. IN EDUCATION

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

PSO1: Students can go further professional and advanced courses like B.Ed., B.P.Ed., M.A., MBA, Distance education, Adult education and Population education etc.

PSO2: Acquired passion for interdisciplinary research perspectives like Sociology, Psychology, Philosophy, History, Economics and Political Science etc.

PSO3: Acquired practical knowledge and skills from various field works, internship, research projects, community activities, formal and non-formal interactive sessions.

PSO4: Understand and develop new dimensions of knowledge by opting different open electives to meet the needs of the present society.

HoD, Education

EDUCATION

Core Paper-I
EDUCATIONAL
PHILOSOPHY

Course Outcomes (COs)
On completion of the course the students will be able to:
CO1: Understand the concept of education with both narrow and broader meaning of education.
CO2: Establish relationship between Philosophy and education.
CO3: Understand common characteristics of Indian Philosophy and western schools of philosophy.
CO4: Describe the Indian schools of philosophy with its branches and contemporary theories of education.
CO5: Appreciate the contribution of great thinkers to the field of education at national, international and local levels.

UNIT1: Education in Philosophical Perspective

(i) Etymologicalmeaningofeducation

(ii) Narrower and broader meaning of education, Lifelong Education

(iii) Aims of Education-Individual and Social Aims of Education

(iv) Meaning and nature of philosophy

(v) Branches of Philosophy Metaphysics, Epistemology and Axiology, and its educational implications

(vi) Functions of Philosophy in relation to education

UNIT2: Formal Schools of Philosophy and their Educational Implications

(i) Idealism, Naturalism, Pragmatism with reference to: Aims of Education, Curriculum, Methods of Teaching, Role of Teacher, Discipline

UNIT3: Indian Schools of Philosophy and their Educational Implications

(i) Common Characteristics of Indian Philosophy

(ii) Sankhya, Vedanta, ,Buddhism, Jainism with reference to:

Philosophical tenets, Aims of education, Curriculum, Methods of Teaching, Role of Teacher

UNIT4: Educational Thought of Western and Indian Thinkers
(i) Plato
(ii) Dewey

(iii) Gopabandhu Das
(iv) Gandhi
(v) Tagore
(vi) Aurobindo

PRACTICAL

- Field visit to a seat of learning in the locality and prepare report.

NB: It will be evaluated by both the of internalcore-1internal and External examiners.

TextBooks

- Safaya, R.N. & Shaida, B.D. (2010). *Modern Theory and Principles of Education*.NewDelhi:DhanpatraiPublishingCompanyPvt.Ltd.Nayak,B.K.(2018).

- Ravi, Samuel.S.(2015).*AComprehensiveStudyofEducation*.Delhi:PHILearningPvt.Ltd.

- Taneja, V.R. (2000).*Educationalthoughtandpractice*.NewDelhi:SterlingPublishersPvt.Limited.

ReferenceBooks

- Aggrawal, J.C. (2013). *Theory and principle of education*. New Delhi: VikashPublishingHousePvtLtd.
- Anand,C.L.*et.al*.(1983).Teacher and education in emerging in Indian society,NewDelhi: NCERT.
- Brubacher, John.S.(1969). Modernphilosophiesofeducation. NewYork:McGrawHillCo.
- Clarke, P. (2001). Teaching and learning: The Culture of pedagogy. New Delhi: SagePublication.
- Dash, B.N.(2011)Foundationofeducation, NewDelhi;KalyaniPublishers.
- Dewey, John(1916/1977). Democracyandeducation.NewYork:MacMillan.
- Dewey,John(1956).TheChildandthecurriculum,schoolandsociety.Chicago, Illinois:Universityof ChicagoPress.
- Dewey, John(1997).Experienceandeducation.NewYork:Touchstone.
- Ganesh,Kamala&Thakkar, Usha(Ed.)(2005). CultureandmakingofidentityinIndia.NewDelhi:SagePublications.
- Govt. ofIndia(1986/'92). Nationalpolicyoneducation.NewDelhi:MHRD.
- Krishnamurthy, J.(1953).Educationandsignificanceoflife.NewDelhi:B.I.Publications
- KumarKrishna(1996). Learningfromconflict. NewDelhi:OrientLongman.

- MinistryofEducation(1966).Educationandnationaldevelopment.NewDelhi:Ministryof Education,GovernmentofIndia.
- Ornstein, Allan C.&Levine,DanielU.(1989).Foundationsofeducation(4thEdn.).Boston:Houghton MifflinCo.

- Pathak, R. P. (2012). Philosophical and sociological principles of education. Delhi:Pearson.Pathak,Avijit(2002).Socialimplicationsofschooling.NewDelhi:
  - Ross, James S.(1981). Ground work of educational theory. Delhi: Oxford University Press Rusk, Robert R., Philosophical bases of education, London: Oxford UniversityPress.
  - Salamatullah, (1979).Education in social context. NewDelhi:NCERT.
  - Srinivas,M.N.,(1986).SocialchangesinmodernIndia.Bombay:AlliedPublishers.
  - Wingo, G. Max (1975). Philosophies of education. New Delhi: Sterling Publisher Pvt.Limited.

Mapping of Course Outcomes with the programmes outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	4	4	5	5	4	4	2	5
CO2	4	5	5	4	4	5	5	4	4	2
CO3	5	5	4	4	5	4	4	5	4	5
CO4	5	5	4	4	5	5	4	5	2	4
CO5	4	5	5	5	2	4	5	5	5	4

- 3 Note related: 1
- From What Related: 2
- Nutral: 3
- Moderately Related: 4
- Highly Related: 5

HOD, EDUCATION

Core Paper II
EDUCATIONAL PSYCHOLOGY

Course Outcomes (COs)

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

CO1: Establish relationship between education and psychology.

CO2: Understand common characteristics and scope of Educational Psychology.

CO3: Describe the different methods used in Educational Psychology.

CO4: Appreciate the contribution of Educational Psychology to teachers, students and the entire teaching-learning process.

CO5: Explain the relationship between growth and development and the basic principles of growth and development.

UNIT1: Educational Psychology in Developmental Perspective

(i) Meaning, nature,scopeandrelevanceofeducationalpsychology

(ii) Methods of educational psychology-observation, experimentation, and case study

(iii) Application of educational psychology in understanding learner

(iv) Growth and Development-Concept, difference between growth and development, and principles of growth and development

(v) Characteristics of development during adolescence in different areas: Physical, social, emotional and intellectual (with reference to Piaget)

UNIT2:Intelligence ,Creativity and Individualdifference

(i) Individual difference-concept, nature, factors and role of education

(ii)Intelligence-meaning and nature of intelligence, concept of I.Q, theories of intelligence-Two factor theories, Guildford's structure of intelligence (SI)model, Gardner's multiple theory of intelligence.

(iii) Measurement of intelligence-individual and group test, verbal, non-verbal test

(iv) Creativity-meaning,nature   and   stages   of   creative   thinking,strategies forfosteringcreativity

UNIT3: Learning and Motivation

(i) Learning-meaning, nature and factors of learning

(ii) Theories of learning with experiment and educational implications-

(iii) Classical conditioning, operant conditioning, insightful learning and constructivist approach to learning

(iv) Motivation–concepts, types, and techniques of motivation

UNIT4: Personality and Mental health

(i) Personality-meaning and nature of personality

(ii) Theories- type theory and trait theory

(iii) Assessment of personality-subjective, objective and projective techniques

(iv) Mental health-concept, factors affecting mental health and role of teacher, mental health of teacher.

(v) Adjustment mechanism: Concept and Types

PRACTICAL

- Administration and interpretation of any psychological test relating to intelligence or personality

  : It will be evaluated by both the Internal and External examiners.

TextBooks

- Woolfolk,A.(2015).   *Educational psychology (9ᵗʰ Ed.).* New Delhi: PearsonPublication
- Chauhan, S.S.(2010). *Advancededucationalpsychology*.NewDelhi:VikasPublishingHousePvt.Ltd.
- Mangal, S.K. (2002).*Advancededucationalpsychology*. NewDelhi:PrenticeHallofIndia.

ReferenceBooks

- Arnett,J.(2007).Adolescenceandemergingadulthood:Aculturalapproach.(3rdEdn.).UpperSaddleRiver,N.J.:Pearson.
- Berk,Laura E.(2011).Child development (9thEdn.).New Delhi: Prentice Hall of India.
- Flavell, J.H.(1963).The developmental psychology of Jean Piaget.NewYork:Van

  Nostrand

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	4	5	4	5	2	5	4	4
CO2	4	5	5	4	5	5	4	2	5	5
CO3	5	4	4	2	5	4	4	4	5	4
CO4	5	4	5	4	4	2	5	4	5	4
CO5	4	4	4	5	5	4	5	5	5	5

Core Paper III
EDUCATIONALSOCIOLOGY

Course Outcomes (COs)

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

CO1: Establish relationship of education with sociology, politics and economics.

CO2: Understand common characteristics of educational sociology with dynamic scope, as a process of socialization.

CO3: Describe the importance, role and functions of different agencies of education and socialization.

CO4: Appreciate the contribution of education on social change, factors of social change and social control.

CO5: Explain the relationship of education with modernization and globalization.

UNIT 1: Education and Society

(i) Relationship between education and society, school as a miniature society

(ii) Educational Sociology-Concept, nature, scope and importance;

(iii) Relationship between education and sociology.

(iv) Education as a process of Socialization.

(v) Education and Politics, Education and Economic Development

UNIT 2: Agencies of Education

(i) Family-Importance, functions and role for education and socialization of the children

(ii) School - Importance, functions and role for education and socialization of the children

(iii) Society-Importance,functionsandroleforeducationandsocializationofthechildren

(iv) Mass Media-Importance, functions and role for education and socialization of the children

UNIT 3:Education, Social change and Modernization

(i) Concept of social change and factors affecting Social Change

(ii) Education as an instrument of social change and social control

(iii) Concept and Attributes of modernization

(iv) Education for accelerating the process of modernization

(v) Impact of Globalization on Education

UNIT 4: Equalization of Educational opportunities for ensuring equity and Inclusion

(i) Concept of equality, equity and inclusion: its educational implication

(ii) Ensuring equality in the Education of SC and ST

(iii) Education for Women Empowerment

(iv) Inclusive Education with reference to children with special needs(CWSN)

PRACTICAL

Field Visit: Study of a social unit (Home/School/Village/slum) and reporting.

NB: It will be evaluated by both the internal and external examiners

TextBooks
- Mathur, S. S. (2000). *A sociological approach to Indian education.* Agra

:Vinod Pustak Mandir.

- Pathak,R.P.(2012).Philosophicalandsociologicalprinciplesof education.Delhi:Pearson.

- Bahttacharya,S.(2006).SociologicalFoundationofEducation.NewDelhi:Atlantic

ReferenceBooks

- Ravi, Samuel.S.(2015). *A Comprehensive Study of Education.* Delhi: PHI LearningPvt.Ltd.

- Safaya, R.N. & Shaida, B.D. (2010), *Modern theoryandprinciplesof education*. NewDelhi: Dhanpati PublisingCompanyPvt.Ltd.

- Aggrawal,J.C.(2013).Theoryandprincipleofeducation.NewDelhi:VikashPublishi ngHousePvtLtd.

- Anand, C.L. et.al. (1983). Teacher and education in emerging in Indian society, NewDelhi: NCERT.Brubacher,John.S.(1969).Modern philosophies of education.NewYork:McGrawHillCo.

- Clarke, P. (2001). Teaching and learning: The Culture of pedagogy. New Delhi: SagePublication.

- Dewey, John(1916/1977). Democracyandeducation.NewYork:MacMillan.

- Dewey,John(1956).TheChildandthecurriculum,schoolandsociety.Chicago,Illinoi s:Universityof ChicagoPress.

- Dewey,John(1997).Experienceandeducation.NewYork:Touchstone.

- Ganesh,Kamala& Thakkar, Usha(Ed.) (2005). Culture and making of identity inIndia.NewDelhi:SagePublications.

- Govt. ofIndia(1986/'92). Nationalpolicyoneducation.NewDelhi:MHRD.

  MinistryofEducation(1966). Education and national development. New Delhi: Ministry of Education,Government of India.

- Ornstein, AllanC.&Levine,DanielU.(1989).Foundationsofeducation(4thEdn.).Bosto n:HoughtonMifflinCo.

- Pathak,Avijit(2002).Socialimplicationsofschooling.NewDelhi:Rainbo wPublishers.

- Salamatullah, (1979).Education in social context. NewDelhi:NCERT.

  Saraswati, T.S. (Ed.) (1999).Culture,socializationandhumandevelopment.Theory,rese archandapplicationsinIndia.NewDelhi:SagePublication.

- Taneja,V.R. (2000). Educationalthoughtandpractice, NewDelhi:

Sterling Publishers Pvt.Limited.

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	5	4	5	5	4	4	2	5
CO2	4	4	4	5	4	5	5	2	4	4
CO3	4	5	5	4	5	2	4	5	5	5
CO4	5	5	4	5	5	4	5	4	2	4
CO5	5	2	4	5	5	5	4	5	4	5

CorePaperIV

CHANGING PEDAGOGICAL PERSPECTIVE

Course Outcomes (COs)

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

CO1: Establish relationship between teaching and learning with reference to their variables, phases and levels.

CO2: Understand common characteristics of teaching and learning in actual classroom setting by developing lesson plans on different models.

CO3: Describe the concept, nature and different theories of teaching in details.

CO4: Appreciate the contribution of psychological principles of teaching, general principles of teaching and maxims of teaching.

CO5: Explain the core teaching skills used in the real classroom setting.

UNIT1: Concept of Teaching and Learning

(i) Meaning and definition of teaching and learning

(ii) Relationship between teaching and learning

(iii) Variables involved in teaching task: independent, dependent and intervening

(iv) Phases of teaching: Pre-active, inter-active and post-active

(v) Levelsofteaching: memory, understandingandreflective

(vi) Lesson plan design- The Herbartian steps,5EandICON design model

UNIT 2: Theories of Teaching

(i) Meaning and nature of teaching theory

(ii) Types of teaching theories:

(iii) Formal theories of teaching-communication theory of teaching

(iv) Descriptive theories of teaching–Gagne's hierarchical theory of instruction and Bruner's cognitive theory of instruction

(v) Normative theories of teaching-
Mitra'spsychologicaltheoryofteachingandClarke'sgeneraltheoryofteaching

UNIT3:Principlesandmaximsofteaching

(i) General principles of teaching

(ii) Psychological principles of teaching

(iii)Maxims of teaching

(iv)Core teaching skills: Introducing the lesson, explaining,Illustrating with examples, stimulus variation, and reinforcement, questioning,probing questions, closure.

UNIT4:Approaches and methods of Teaching

(i) Concept of approach, method, strategy and techniques

(ii) Methods of teaching: inductive-deductive, analytic-synthetic,problem solving and project

(iii) Shifting focus from teaching to learning- constructivist approach to learning

PRACTICAL
- Preparation of rating scale/ checklist /observation schedule to evaluate classroomteachingandreporting.

    NB:Itwillbeevaluatedbyboththeinternaland externalexaminers

TextBooks
- Kochar,S.K.(2011).*MethodsandTechniquesofteaching*.SterlingPublisherPvt.Ltd.,NewDelhi
- Chauhan, S.S.(1995). *Innovations of teaching learning process*. Vikash PublishingHouse,NewDelhi
- Sharma,R.A.(1986).*TechnologyofTeaching*.InternationalPublishingHouse ,Meerut.

ReferenceBooks
- Aggarwal, J.C.(1995). *Essentials of Educational Technology*. Vikash

PublishingHouse,NewDelhi

- Walia, J.S.(2013).*EducationalTechnology*.Jalandhar,Punjab:AhimPublications.

- Mangal, S.K. and Mangal, U.(2010) *Essentials of Educational Technology*,NewDelhi,PHI LearningPvt.Limited

- Mangal, S.K.(1988) *Foundations of Educational Technology,* Ludhiana, TandanPublications

- Nageswar Rao, S., Sreedhar, P. & Rao, B.(2007). *Methods andtechniquesofteaching*,SonaliPublications,NewDelhi

- Oliver,R.A. (1963)*Effectiveteaching*,JM Dent &Sons

- Pathak,R.P.&Chaudhary,J.(2012)*Educational Technology*,Pearson,NewDelhi

- Ryburn, W.M.(1955)*Principles of Teaching*, Geoffrey Cembridge, OUP

- Sampath,K, PannirSalvam,A.,& Santhanam, S.(1981) *Introduction to EducationalTechnology*,SterlingPublisher,NewDelhi

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	4	5	4	5	4	5	2	5
CO2	4	5	5	2	4	5	4	4	5	4
CO3	4	4	4	5	4	4	5	2	5	2
CO4	5	5	4	4	5	2	4	5	4	4
CO5	5	4	2	5	4	4	5	5	5	4

Core Paper V

EDUCATIONAL ASSESSMENT AND EVALUATION

Course Learning Outcomes (COs)

On completion of the course the students will be able to:.
CO1: Understand the concept and purposes of assessment, test, measurement and evaluation.
CO2: Describe the scales of measurement, types of tests, approaches and types of evaluation in light of continuous and comprehensive evaluation.
CO3: Explore the taxonomy of instructional objectives, criteria for selecting both specific and general instructional learning objectives.

CO4: Explain the principles, steps and types of test construction.
CO5: Critically reflect upon different characteristics of a good test; reliability, validity, objectivity and usability.

UNIT 1:Assessment and Evaluation in Education

(i) Understandingthemeaningandpurposeoftest,measurement,assessment andevaluation
(ii) Scalesofmeasurement-nominal,ordinal,intervalandratio(iii)Typesoftest-teachermadeandstandardized
(iv) Approachestoevaluation-placement, formative, diagnosticandsummative
(v) Typesofevaluation-normreferencedandcriterionreferenced
(vi) Concept andnatureofcontinuous andcompressiveevaluation

UNIT2:Instruction Learning Objectives

(i) Taxonomy of instructional Learning Objectives with special reference to cognitivedomain
(ii) CriteriaofselectingappropriateLearningObjectives,andstatingofgeneralan dspecificinstructionalLearningObjectives
(iii) RelationshipofevaluationprocedurewithLearningObjectives
(iv) Difference between objective based objective type test and objective based essay typetest

UNIT3:Tools and Techniques of Assessment and construction of Test

(i) Stepsoftestconstruction:planning, preparing, tryingoutandevaluation
(ii) Principlesofconstructionofobjectivetypetest items-matching, multiplechoice,completionandtrue–false
(iii) Principlesofconstructionofessaytypetest
(iv) Non-standardized tools: Observation schedule, interview schedule, ratingscale, checklist, portfolio and rubrics.

UNIT4:Characteristics ofagoodTest

(i) Validity-concept,typesandmethodsofvalidation
(ii) Reliability-conceptandmethodsofestimatingreliability

(iii) Objectivity-conceptandmethodsof estimatingobjectivity

(iv) Usability-conceptandfactors ensuringusability

PRACTICAL

- ConstructionofUnittest onaschoolsubjectbasedonblueprint andreporting.NB:Itwillbe evaluatedbybothInternalandExternalexaminers.

TextBooks

- Aggrawal, J.C. (1997). *Essentials of examination system, evaluation, tests andmeasurement*.NewDelhi:VikasPublishingHousePvtLtd.
- Goswami, M. (2011). *Measurement and evaluation in psychology and education*.Hyderabad:NeelkamalPublishers Gronlund,N.E.(2003). *AssessmentofstudentAchievement*.Boston:Allyn&Bacon
- Singh, A.K. (2016). *Tests, measurements and research methods in behavior alsciences*. NewDelhi :Bharati Bhawan Publishers.

ReferenceBooks

- Anastasi, A.(1976).Psychologicaltesting. NewYork:MacmillanPublishingCo.
- Anderson,L.W.(2003).Classroomassessment:Enhancingthequalityofteacherdecis ionmaking.
- Banks, S.R.(2005). *Classroom assessment: issues and PRACTICES*.Boston: Allyn&Bacon.
- Blooms,B.S.(1956).*TaxonomyofeducationalLearningObjectives*.NewYork:Long manGreenandCompany
- Cohen,R.J.,Swerdlik,M.E.,&Phillips,S.M.(1996).*Psychologicaltestingandassess ment.anintroductiontothetestsandmeasurement*.California:MayfieldPublishingCo .
- Earl, L.M. (2006). *Assessment as learning: using classroom assessment to maximizestudentlearning*.ThousandOaks,California:CorwinPress
- Hopkins,KD.(1998). *Educational andpsychologicalmeasurement andevaluation.* Boston:AllynandBacon.
- Linn,R.L.&Gronlund,N.E.(2000).*Measurementandassessmentinteaching.* London:MerrillPrenticeHall. Macmillan, J.H. (1997). *Classroom assessment, principles and practice for effectiveinstruction.*Boston:AllynandBacon
- Mohan, R. (2016). *Measurement evaluation and assessment in education*. Delhi: PHILearningPvt.Ltd.
- National Council of Educational Research and Training (2006). *Position paper:ExaminationReforms.*NewDelhi:NCERT
- Noll,N.H.S cannell, D.P. & Craig, RC. (1979). *Introduction to educationalmeasurement.*Boston: Houghton Miffin.

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	2	5	4	2	4	5	2	5
CO2	4	5	5	4	5	5	5	4	5	4
CO3	5	4	4	5	2	2	4	5	4	4
CO4	4	5	5	2	4	5	2	4	4	5
CO5	5	2	2	5	5	4	5	4	5	4

CORE PAPER VI
EDUCATIONAL RESEARCH

Course Learning Outcomes (COs)

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

CO1: Establish relationship between Research and education with reference to concept, types, approaches of educational research.

CO2: Understand all the steps involved in research study and research proposal.

CO3: Describe the concept, nature and steps of different research methods used in educational research.

CO4: Critically reflect upon the report writing steps and academic ethics with reference to APA Style.

CO$: Understand all the steps involved in Action Research

.

UNIT1:ConceptandTypes ofEducationalResearch

(i) Concept and natureofresearch
(ii) Meaning,natureandscopeofeducationalresearch
(iii) Types ofresearchbypurpose-Fundamental,AppliedandAction
(iv) Types ofresearchbyapproach- QuantitativeandQualitative

UNIT2: DesignofResearchandpreparationofresearchproposal

(i) StepsofResearch
(ii) Review of Related Literature; and identification of
problem(iii)Hypothesis:Meaning,Types,SourcesandCharacteristicsof

hypothesis

(iv) Concept ofpopulationandsample

(v) Samplingprocedures-ProbabilityandNon-Probability

(vi) Toolsandtechniquesfordatacollection(i.e.questionnaire,interview,observationa ndProcedureofdatacollection,Preparationofresearchproposal

UNIT3:Methods of Research

Meaningnatureandstepsof:

(i) Surveymethod

(ii) Case-studymethod(iii)Historicalresearch(iv)Experimentalresearch

UNIT4:Writing Research Report

(i) Data analysis and interpretation in research.

(ii) Steps for reporting research

(iii) (iii)Reporting style (APA Style)

(iv) Plagiarism checking

(v) Referencing Style(APA Style):Bibliography, Webliography

PRACTICAL

- PreparationofaResearchProposalonanyEducationalTopic(Issues/ Trends/Problems/PsychologicalTopic

NB:ItwillbeevaluatedbybothInternalandExternalexaminers.

TextBooks

- Best J.W. and Kahn, J. V. (2006). *Research in education (*9th Ed.) New Delhi: PearsonEducationInc.
  Kaul,L.(1984).*Methodologyofeducationalresearch.*NewDelhi:VikasPublication
- Singh, A.K. (2016). *Tests, measurements and research methods in behaviouralsciences*.NewDelhi:BharatiBhawanPublishers.

ReferenceBooks

- Nanda,G.C.&Khatoi,P.K.(2012).*FundamentalsofEducationalResearchandStatist ics.* NewDelhi:Ludhiana.
- Gay, L.R. (1990). *Educational research-competencies foranalysisand*

application(3rdEd.),MacmillanPublishingCompany,NewYorkAry,D.,Jacobs,L.C. ,&Razavieh, A. (2002). *Introduction to research in education* (6th Ed.). Belmont, CA:Wadsworth/ThomsonLearning.

- Bhandarkar, P.L. and Wilkinson,T.S. (2010).*Methodology and techniques of socialresearch*.HimalayaPublishingHouse,NewDelhi.
- Creswell,J.W.(2014).*Educationalresearch-planning,conductingandevaluatingquantitative and qualitative research (4th Ed.).*New   Jersey,USA: Pearson EducationInc.(IndianReprintavailableatPHILearningPvt.Ptd.)
- Kerlinger, F.N. (1973).*Foundation of behavioral research.*New York: Holt Rinehart&Winston.
- Rao,U. (2007).*Actionresearch.*Himalaya PublishingHouse, NewDelhi.
- Borg,W.R.&Gall, M.D. (1989).*Educationalresearch:Anintroduction*. NewYork:Longman.
- Corey,S.M.(1953),*Actionresearchtoimproveschoolpractice*,NewYork:T eachersCollegePress
- Johnson, B. & Christensen, L. (2008). *Educational research: quantitative, qualitative,andmixedapproaches*.London:SagePublication
- McMillan, J.H. & Schumacher, S. (1989). *Research in Education- a ConceptualIntroduction.* NewYork:HarperCollins.
- Mertler, C.A. (2006). *Action research: teachers as researchers in the classroom*.London:SagePublication

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	5	5	5	4	2	4	2	4
CO2	4	2	4	4	2	4	4	5	4	2
CO3	5	4	5	2	4	5	4	5	2	4
CO4	4	5	2	4	4	5	5	5	4	5
CO5	2	5	5	4	4	4	2	2	4	2

Core Paper VII

STATISTICSINEDUCATION

Course Outcomes (COs)

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

CO1: Establish relationship between education and statistics.

CO2: Understand common characteristics, concept, nature and scope of educational statistics.

CO3: Describe the procedures of data organization and graphical representation of data through different methods.

CO4: Appreciate the contribution of measure of central tendency in education along with concept, importance, usage and computation.

CO5: Explain the use of correlation statistical methods in educational setting.

UNIT1:EducationalStatistics

(i) EducationalStatistics-Meaning,Nature, ScopeandUses

(ii) Organization of Data: Frequency Distribution, Cumulative Frequency Distribution(iii)GraphicalRepresentationofData(Histogram,Frequencypolygon, OgiveandPie-
   Diagram)

UNIT2:MeasuresofCentralTendencyandVariability

(i) Mean, MedianandMode-concept, computationalprocess, usesandlimitations

(ii) Range,AverageDeviation,QuartileDeviationandStandardDeviation-
   Concept,computationalprocess,usesandlimitations

UNIT3:Co-relationalStatistics

(i) Meaningandtypes ofCorrelation

(ii) ComputationofCoefficient ofCorrelationbyRankDifferenceMethod;
   ProductMomentMethod

UNIT4:NormalProbabilityCurve andDivergencefromNormality

(i) NormalProbabilityCurve-concept, propertiesandapplications

(ii) SkewnessandKurtosis

(iii) Interpretationof Derivedscores:Z- scoreandT-score

PRACTICAL

- Analysis of Achievement Data of a particular class and ReportingNB:ItwillbeevaluatedbybothInternalandExternalex aminers.

TextBooks

- Aggarwal,Y.P.(2009).*Statistical methods: concepts, application andcomputation*. NewDelhi:SterlingPublishersPvt.Ltd*.*
- Garrett, H.E. (1971). *Statistics in psychology and education.* New Delhi: ParagonInternationalPublisher
- Mangal, S.K. (2008). *Statistics in education and psychology*. NewDelhi:Prentice-Hallof IndiaPrivateLimited

ReferenceBooks

- Ferguson,G.A.(1971).*Statisticalanalysisinpsychologyandeducation.*Kogakus ha,Tokyo:McGraw-Hill
- Guilford, J.P. & Fruchter, B. (1981). *Fundamental statistics in psychology andeducation.*NewYork:McGrawHill
- McCall, R. (1993). *Fundamental statistics for the behavioral Science.* New York:HarcourtBrace
- Ravid, Ruth.(2000).*Practicalstatisticsforeducation*.NewYork:UniversityPress ofAmerica.

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	2	5	5	5	4	2	2	5
CO2	4	5	4	4	4	5	2	4	4	4
CO3	2	4	4	2	4	4	5	4	5	5
CO4	4	4	5	5	5	4	4	5	4	5
CO5	4	5	4	5	4	4	4	2	5	4

CorePaperVIII

HISTORYOFEDUCATIONININDIA

Course Outcomes (COs)

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

CO1: Understand the features of ancient learning systems; Vedic and Buddhist system with reference to aims of education, curriculum, and methods of teaching and role of teacher.

CO2: Describe the education system in Medieval India and the relevance of Islamic education.

CO3: Explore the development of education during Pre-independence India and British rule.

CO4: Explain the development of education during post-independence era through different commissions and reports.

CO5: Explore the development of education recommended by different committee and commissions.

UNIT1:Education during AncientPeriod

    (i) FeaturesofVedicperiodwithspecialreferencetoaims,curriculumandmethodsof teaching

    (ii) FeaturesofBuddhist periodwithspecialreferencetoaims,curriculumandmethodsof teaching

    (iii) RelevanceofGurukulsystemandBuddhistcenters oflearning

    (iv) AncientseatsofLearning

UNIT 2:Education during MedievalPeriod

    (i) FeaturesofeducationduringMedievalPeriod withspecialreferencetoaims,curriculumandmethodsofteaching

    (ii) EducationalinstitutionsduringMuslimperiod,importantcentersofeducatio n.(iii)Relevanceof Islamicperiod

UNIT3:Education duringpre-independenceperiod

    (i) Charter's Act(1813)

    (ii) Maculay'sMinute(183 5)(iii)Wood'sDespatch(18 54)

    (iv) IndianEducationCommission(1882)

    (v) CalcuttaUniversityCommission(1917)

    (vi) Hartogcommittee(1929)

UNIT 4:Educationduringpost-independenceperiod

Majorrecommendationsofthefollowingcommissionsandcommitteesrelatingtotheaimsof educationandcurriculum:

    (i) UniversityEducationCommission(1948)

    (ii) MajorrecommendationsofSecondaryEducationCommission(195 4)(iii)Major recommendations of Education Commission(1966)(iv)NationalPolicyonEducation(1986),revisedin 1992

PRACTICAL

- Studyonimplementationof NPE(1986)inrespect ofrecommendationsforelementarylevel

NB:It will be evaluated by both Internal and External examiners.

TextBooks

- Aggrawal, J.C.(2010). *Landmarks in the history of modern Indian education*. NewDelhi:VikashPublishingPvtLtd.
- Dash,B.N.(1911).*Developmentofeducation inIndia*.NewDelhi:AjantaPrakashan
- Das, K.K. (1993). *Development of education in India*.NewDelhi:KalyaniPublishers.

ReferenceBooks

- Naik, J.P. & Narullah, S. (1996). *A student's history of education in India.*New Delhi:McMillanIndiaLtd Rawat,P.L.(1989).*HistoryofIndianeducation*NewDelhi:RamPrasad&Sons.
- Govt.of India.(1992,1998).National policy on education,1986 (Asmodified in1992).Retrievedfromhttp://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
- Keay, F.E. & Mitra, Sukumar (1978). A history of education in India. New Delhi:OxfordUniversityPress.
- MinistryofEducation(1966).Educationandnationaldevelopment.NewDelhi:Ministryof Education,GovernmentofIndia.
- Ministry of Human Resource Development (2004).Learning without Burden:ReportoftheNationalAdvisoryCommittee.NewDelhi:Min.ofHRD.
- Mookharjee, R.K. (1989). The Gupta Empire. Delhi: MotilalBanarsiDass PublishersPvt Ltd.Mukherji,S.M.,(1966). History ofeducation in India.Vadodara: AcharyaBookDepot.
- Naik, J.P. and Syed, N., (1974). A student's history of education in India. New Delhi:MacMillan.
- Rawat, P.L.(1989).HistoryofIndianeducation.NewDelhi:Ram Prasad &Sons.Website,www.mhrd.gov.in

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	2	4	5	2	4	2	5	5
CO2	4	5	4	5	2	5	5	2	5	4
CO3	5	2	5	4	4	4	4	5	4	5
CO4	4	5	4	5	5	5	2	5	4	2
CO5	2	4	5	4	2	5	2	5	2	5

Core Paper IX

CURRICULUM DEVELOPMENT

Course Learning Outcomes (COs)
On completion of the course the students will be able to:
CO1: Establish relationship among curriculum, syllabus, and courses of study and text books.
CO2: Understand the bases, components and design of curriculum.
CO3: Describe the importance and application of different types of curriculum at school setting.
CO4: Appreciate the contribution of curriculum construction and organization at different levels of education.
CO5: Explain the guiding principles of National Curriculum Framework-2005.

UNIT1:Curriculum

    (i) Concept ofsyllabus,courses ofstudy,textbookandcurriculum
    (ii) Basesofcurriculum-philosophical,sociologicalandpsychological
    (iii) Componentsofcurriculum:LearningObjectives,Contents,MethodsandEvaluation
    (iv) ConceptofCurriculum design

UNIT2:Types of Curriculum

    (i) Subject centered curriculum
    (ii) Learner centered curriculum
    (iii)Experience centered curriculum
    (iv) Core curriculum

UNIT3:Curriculum Organization

(i) Principles of curriculum construction
(ii) Selection and organization of content
(iii) Selection and Organization of learning experiences
(iv) National curriculum framework-2005 and its guiding principles

UNIT 4:Curriculum Development and Evaluation

(i) Curriculumdevelopment-
itsprocess,roleoflocalauthority,statelevelagencieslikeSCERT,BSEandNationa
lAgencieslikeCBSE,NCERT
(ii) TylerandTabaModelofcurriculumdevelopmen
t(iii)Meaningandnatureof curriculumevaluation

PRACTICAL

• ContentAnalysisofanytextbookofelementarylevel

NB:ItwillbeevaluatedbybothInternalandExternalexaminers.

TextBooks
• Ornstein, A.C. &Hunkins, E (1998).
Curriculum.Foundations,PrinciplesandIssues.Boston:Allyn&Bacon,Bost
on.
• Oliva,P.F.(2001).*Developingthecurriculum*(FifthEd.).NewYork,NY: Longman.
• Talla, M. (2012).*CurriculumDevelopment:Perspectives,PrinciplesandIssues.*
NewDelhi:PearsonPublications.

ReferenceBooks
• Beane,
J.A.,Conrad,E.P.Jr.andSamuelJA,Jr.(1986).Curriculumplanninganddevelo
pment,Boston:Allyn&Bacon.
• Brady, L.(1995).Curriculumdevelopment,NewDelhi:PrenticeHall.
• Doll, R.C. (1996).Curriculum development: decesion-making and process,
Boston:Allyn&Bacon.Krug,E.A.(1956).Curriculumplanning.NewYork:Harpera
ndRowPublishers.
• Oliva,P.F.(2001).*Developingthecurriculum*(FifthEd.).NewYork,NY: Longman.
• Pratt,D.(1980).Curriculumdesignanddevelopment.NewYork:MacmillanPublishin
gCo.Inc.
• Popham,W.J.(1993).Moderneducationalmeasurement.EnglewoodCliffs,N.J.:Pren

tice Hall.

- Saylor, J.G., Alexander, W.M. and Lewis, A.J.(1981). Curriculum planning for betterteachingandlearning.NewYork:HoltRienehart&Winston.
- Taba, H. (1962). Curriculum development-theory and practice. New York: HarcourtBrace,Jovanoich.Tanner,D. and Tanner,L.(1975) Curriculum development- theoryandpractice.New York:MacmillanPublishingCo.Inc.
- Tyler,R.W.(1941).Basicprinciplesofcurriculumandinstruction.Chicago:Universit yof ChicogoPress.

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	5	4	5	4	5	4	5	5	4
CO2	5	4	4	5	4	5	4	5	2	4
CO3	4	5	2	4	5	4	5	4	4	5
CO4	4	5	5	5	2	5	5	4	2	4
CO5	5	4	4	4	5	4	2	5	5	5

Core Paper X

GUIDANCEANDCOUNSELLING

Course Outcomes (COs)

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

CO1: Establish relationship between Guidance and Education.

CO2: Understand common characteristics, concept, scope and bases of guidance.

CO3: Describe the need, importance, purpose and scope of educational and vocational guidance.

CO4: Appreciate the contribution of guidance programmes at school level for students.

CO5: Explain the relationship between guidance and counseling and the concept, nature, types, steps, techniques and scope of counselling.

UNIT1:CONCEPT OF GUIDANCE

(i)   Meaning, nature and scope of guidance

(ii) Philosophical, psychological and sociological bases of guidance

(iii)Need, importance, purpose and scope of educational guidance in schools

(iv)Need, importance, purpose and scope of vocational guidance

UNIT2:EDUCATIONAL GUIDANCE

(i) Basic data necessary for educational guidance
(ii) Basic principles and main types of pupil personnel records
(iii)Cumulative records in a guidance programme
(iv)Case study procedure in guidance

UNIT3:CONCEPTOFCOUNSELLING

(i) Meaning,natureandscopeofcounseling
(ii) RelationshipbetweenGuidanceandCounselling(iii)Differenttypesofcounseling
(iv) Stepsandtechniquesofcounseling
(v) Necessaryqualitiesofagoodcounselor
(vi) Roleofacounselorinsecondary schools

UNIT4:ORGANISATIONOFGUIDANCESERVICE

(i) PlacementService
(ii) Follow-upservice(iii)Individualinventoryservice
(iv) Occupationalinformationservice
(v) Launchingschoolguidanceprogramme

PRACTICAL-25

- CaseStudyofaChild withSpecialNeedsorachildcomingfromsociallydisadvantagedbackground

NB:ItwillbeevaluatedbybothInternalandExternalexaminers.

TextBooks

- Goswami,Marami(2016).*EssentialsofGuidanceandCounselling*.NewDelhi :LakshiPublishersAndDistributors.
- Kochhar. S.K. (2017). *Educational and Vocational Guidance in Secondary Schools*.NewDelhi:SterlingPublishers
- Siddiqui, M.H.(2009).*GuidanceAndCounselling*. NewDelhi:APHPublishingCorporation

ReferenceBooks

- Sharma,R.N.,&Sharma,R.(2013).*GuidanceandcounsellinginIndia*.NewDelhi: Atlantic PublishersandDistributors(P)Ltd.
- Bhatnagar,AshaGupta, Nirmala (Eds) (1999).Guidance andcounseling:Atheoreticalperspective(Vol.I).NewDelhi:Vikas
- Bhatnagar, Asha and Gupta,Nirmala (Eds) (1999).Guidance andcounseling:Apracticalapproach(Vol.II).NewDelhi:Vikas.
- Dave,Indu(1984).Thebasicessentialsofcounseling.NewDelhi:SterlingPvt.Ltd.
- GazdaGeorgeR.M.(1989).Groupcounseling:Adevelopmentapproach.London:All yn and Bacon. Gibson, R.L. & Mitchell, M.H. (1986). Introduction to guidance.New York:McMillan.
- Nugent,FrankA.(1990).AnIntroductiontotheprofessionofcounseling.Columbus:M errillpublishingCo.
- Pietrofesa,J.J.,Bernstein,B.,andStanford,S.(1980).Guidance:Anintroduction.Chic ago:RandMcNally.
- Rao,S.N.(1981).Counselingpsychology.NewDelhi:TataMcGrawHill.
- Saraswat,R.K.&Gaur,J.S.(1994).Manualforguidancecounselors.NewDelhi,NCERT.

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	5	2	4	4	2	5
CO2	5	4	4	4	4	5	4	2	4	4
CO3	4	5	5	5	5	4	4	5	4	4
CO4	2	5	4	4	4	4	5	4	5	5
CO5	5	4	2	5	5	5	2	4	4	4

Core Paper XI

DEVELOPMENTOFEDUCATIONINODISHA

Course Learning Outcomes (COs)

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

CO1: Explain the overall status of elementary education in Odisha; history, UEE, NPEGEL and challenges of UEE.

CO2: Understand current status of secondary and higher secondary education in Odisha; intervening programes, role and functions of different agencies, issues and challenges.

CO3: Describe the present status of higher education in Odisha; intervening programmes, role and functions of different agencies, issues and challenges.

CO4: Explain the status, history, challenges, pre-service and in-service teacher education in Odisha.

CO5: explain the role of various state and district level institutions in education.

UNIT 1:Status of Elementary Education

(i) History of primary education in Odisha
(ii) Efforts to Universalize Elementary Education:DPEP,SSAandRighttoEducationAct,2009
(iii) Indicator wise position in terms of provision, enrolment, retention and achievement for elementary level programmes: NPEGEL and KGBV
(iv) Problem and issues in elementary education

UNIT2:Status of Secondary and Higher Secondary Education

(i) History of secondary education in Odisha
(ii) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and its implementation in Odisha.
(iii)Role of BSE, Odisha- Problems and issues
(iv) Status of Higher Secondary Education and Role of CHSE; Problems and Issues
(v) Status of Higher Secondary Vocational Education-Problems and Issues

UNIT3: Status of Higher Education

(i) History of Collegiate Education
(ii) Organization of higher education at the undergraduation level and University level-Present status
(iii) RUSA and its implementation
(iv) Autonomous colleges and their functioning
(v) Problems and issues relating to higher education

UNIT4:Status ofTeacherEducation

(i) HistoryofTeacherEducationinOdisha
(ii) Pre-serviceandIn-serviceteachereducationforelementaryschoolsteachers(iii)Pre-serviceandIn-serviceteachereducationforsecondaryschoolteachers
(iv) RoleofDIET,CTE,IASE andSCERT
(v) Problemsandissuesinteachereducation

Practical:25Marks

- SeminarPresentation(Eachstudent hasto presentminimumtwopapers duringthissemesterrelatedtothemesbasedonCore-11)

NB:ItwillbeevaluatedbyboththeInternalandExternalExaminers.

Text&ReferenceBooks

- Govt. of Odisha, Department of S & ME (2011). *School Education at a Glance-2011-12*,Bhubaneswar
- Samal, J.K.(1984). History of Education in Odisha: 1905-1936, Sankar Bhattacharya,PunthiPustak,136/4B,BidhanSarani,Calcutta-700004;p-171
- Samal,J.K.(1989).HistoryofModernOrissa,Firma KLMprivatelimited,257B,B.B.GangulyStreet,Calcutta;p-188

Websites tobevisited:

- *www.shodhganga.inflibnet.ac.in/bitstream/10603/.../08_chapter%202.pdf*:Edu cationinOdisha-*1850-1900:Retrievedondt.25.07.2012*
- *www.en.wikipedia.org/wiki/Odisha: Odisha - Wikipedia, the freeencyclopedia/Retrievedondt.25.07.2012*
- *www.newkerala.com/states-of-india/Odisha.php:*Odisha:Infoongeography,history,government,districts,busin ess.*.: Retrievedondt.25.07.2012*
- *www.Odisha.gov.in/e-magazine/Odishareview/2011/Jan/engpdf/57-61.pdf:*
- Gopabandhu Das:The National Education Planner of Odisha*: Retrievedondt.25.07.2012*
- www.dheOdisha.in/ *Higher Education Department - Online Admission - e-Admissionfor...*:Retrievedondt.25.07.2012
- www.Odisha.gov.in/highereducation/index.htm: *Higher Education Department.... -GovernmentofOdisha*:Retrievedondt.25.07.2012
- www.Odisha2020.org/home/Odisha-higher-education-task-force:*Odisha HigherEducationVision2020*:Retrievedondt.25.07.2012
- http://www.scertodisha.nic.in/
- http://www.chseodisha.nic.in/
- http://bseodisha.nic.in/
- http://mhrd.gov.in/rusa
  - http://mhrd.gov.in/rmsa

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	2	4	4	4	5	4	4	5
CO2	4	5	4	5	4	5	4	5	2	4
CO3	4	2	5	4	2	4	4	2	4	4
CO4	5	4	4	4	4	5	4	4	5	2
CO5	5	4	4	2	5	4	4	2	2	5

Core PaperXII

INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Course Outcomes (COs)

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

CO1: Establish relationship between technology and education.

CO2: Understand the concept, nature, scope, approaches, innovations and importance of educational technology.

CO3: Describe the concept, nature, scope, relevance, content, pedagogy of ICT in education.

CO4: Explain the application of software and ICT assessment tools in education.

CO5: Critically reflect upon different ways to connect with the entire world through ICT both academically and other aspects of life.

UNIT 1:Educationaltechnology

(i) Meaning,natureandscope

(ii) ApproachestoeducationalTechnology:Hardware, SoftwareandSystemApproach

(iii) InnovationsinEducationalTechnology:OpenEducationalResources(OER),Massive Open Online Course (MOOC) Learning Management System(LMS)

(iv) ImportanceofEducationalTechnologyfortheteacherandthestudent.

UNIT 2:ICT in Education

(i) Conceptual Understanding Information Technology; Communication Technology; and Information and Communication Technology(ICT)

(ii) Relevance of ICT in Education

(iii) Nature and Scope of ICT in Education.

(iv) Content, Pedagogy and Technology Integration

(v) Challenges in Integrating ICT in Education

(vi) Use of Computers in Education-Computer Aided Learning

UNIT3: Application of software and ICT assessment Tools in Education

(i) Word Processing Application

(ii) Spread sheet Application

(iii)Presentation Application

(iv) Free and Open Source Software(FOSS)

(v) Subject Tools: Digital Storytelling, Concept Map Software(C-Map)

(vi) Assessment Tools: Rubistar, Hot potatoes, E-portfolios

UNIT 4:Connecting with the World

(i) Use of browsers and search engines; choosing appropriate sites; search and retrieval of information and resources; Downloading, uploading and sharing information and resources;

(ii) Use and importance of Web2.0 Tools: E- mail, Wikis, Social networking (WhatsApp, Twitter, Facebook and Blogging)

(iii) Use and importance of e-library, e-books, e-journals, Inflibnet.

PRACTICAL

- DevelopmentofanObjectiveTest usinganyassessmenttool ordevelopmentofaRubric usingRubistar.

NB:ItwillbeevaluatedbybothInternalandExternalexaminers.

TextBooks
- UNESCO (2002). *Information and communication technology in education: Acurriculumforschoolsandprogrammeofteacherdevelopment.*Paris:UNESCO.
- Kanvaria, V.K. (2014). *A Comprehension on Educational Technology and ICT forEducation*.NewDelhi:GBO.
- Vanaja and Rajasekar, S. (2016). *Information & Communication Technology (ICT) InEducation*.NewDelhi:Neelkamal

Referencebooks
- Senapaty,H.K.(2011).*Pedagogy-TechnologyIntegrationfortheProfessionalDevelopmentofTeacherEducators.*Bhubaneswar:RegionalInstituteofEducation,NCERT(Monograph).

- NCERT (2006). National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology. NewDelhi: Author.
- Senapaty,H.K.(2009).*ICTIntegratedLearningMaterialsonBasicSchoolSubjectsfromConstructivistPerspectives*.Bhubaneswar:RegionalInstituteofEducation,NCERT(Monograph).
- Singh, L. C. (Ed.) (2010). *Educational Technology for Teachers and Educators*.NewDelhi:VasunandiPublication.UNESCO(2008).*ICTCompetencyStandardsforTeachers:PolicyFramework*.Retrievedf romhttp://portal.unesco. UNESCO(2002).InformationandCommunicationTechnologiesinTeacherEducati onAPlanningGuide.Paris:Author
  UNESCO (2005). How ICT can create new, open learning environments: Informationandcommunicationtechnologiesinschools:Ahandbookforteachers.Par is:UNESCO.Mishra,S.(2008).DevelopingE-LearningMaterials:SomePedagogicalConcerns.*IndianJournalofOpenLearning*,17 (2)

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	4	2	5	4	4	2	5
CO2	4	4	4	5	4	4	2	5	4	4
CO3	2	4	5	5	4	4	4	4	5	5
CO4	4	5	2	4	5	5	5	4	5	2
CO5	4	5	4	2	5	4	2	2	4	2

CorePaperXIII

CONTEMPORARYTRENDSANDISSUESININDIANEDUCATION

Course Outcomes (COs)

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

CO1: Explain the concept, nature, scope, issues and challenges of ECCE.

CO2: Understand concept, intervening programmes, challenges, equity and equality concerns of UEE and community school.

CO3: Describe the Indian schools of philosophy with its branches and contemporary theories of education.

CO4: Explain the present status of secondary and higher secondary education; issues and challenges, intervening programmes, role of SMDC, examination reforms, learner based education and vocationalization issues.

CO5: Critically reflect upon the higher education and teacher education with reference to issues and challenges, intervening programmes, and NCF for 2009.

CO6: understand the recent emerging trends in education and with the challenges in examinations reform at higher level.

UNIT 1:Pre-school and Elementary School Education

(i) Meaning, nature and importance of ECCE, problems and issues with regard to ECCE
(ii) Universalisation of Elementary Education: efforts to achieve UEE, SSA
(iii)Problems and issues in implementing Right to EducationAct2009.
(iv) Problems and issues in bringing the community to school, role of SMC
(v) Problems in ensuring equity and quality of elementary education

UNIT 2:SecondaryandHigherSecondaryEducation

(i) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and ensuring secondary education for all.
(ii) Role of School Management and Development Committee (SMDC)
(iii) Shifting the teaching learning process from teacher centered to learner centered and activity based classroom–problems and issues
(iv) Problems and issues with regard to vocationalisation of secondary and higher secondary education
(v) Examination reforms at the secondary level
(vi) Widening the access to secondary education through National Open School

UNIT3:Higher Education and Teacher Education

(i) Challenges in Higher education-expansion, quality and inclusion
(ii) Role of RUSA and NAAC for quality assurance in Higher education
(iii)Higher education through open and distance learning mode
(iv) Elementary level pre-service teacher education-problems,issuesandreformswithreferencetoNationalCurriculumFrameworkforTeacherEducation-2009
(v) Secondary level pre-service teacher education- problems, issues and reforms withreferencetoNationalCurriculumFrameworkforTeacherEducation-2009

UNIT4:EmergingConcerns

(i) Examination system: defects and reforms for making examination system flexible (internal assessment and semester system , grading, open book examination, online examination)

(ii) Choice Based Credits System (CBCS): Concept, Learning Objectives,importance, problems and issues.

(iii) Human Rights Education: Concept, Learning Objectives, importance, problems andissues.

(iv) Life-Skill Education: Concept, Learning Objectives, importance, problems and issues.

(v) Peace Education:Concept, Learning Objectives, importance, problems and issues.

PRACTICAL

- StudyofperceptionofStakeholder's ofEducation onanyofthecurrentissues basedonPassDSE-1andconcerns,andreporting.

NB:ItwillbeevaluatedbothbytheInternalandExternalExaminers.

TextBooks

- Kumar,Chanchal&Sachedeva,M.S.(2017).*VisionofSecondaryEducationInIndiain the context of 21st century*. Twentyfirst Century Publications; First Edition edition(2015)
- Pathak,K.R.(2007).*EducationintheEmerging*India.NewDelhi:AtlanticPublishers**.**
- Saxena, V. (2011). *Contemporary trends in education: A handbookfor educators*.New
- Delhi:Pearson.

ReferenceBooks

- Broudy,H.S.(1977)*Typesofknowledgeandpurposesofeducation*.InR.C.Anderson, R.J., Spiro and W.E. Montanaque (Eds.) Schooling and the acquisition ofknowledge(PP.Hillsdale,NJ:Erlbaum.
- Bruner, J.S. (1996). *The culture of education*. Cambridge, M.A.: Harvard UniversityPress.
- Butchvarov, P. (1970). *The concept of knowledge*. Evanston, Illinois, North WesternUniversityPress.
- DeardenR.F.(1984).*TheoryandpracticeinEducation*.RoutledgeKKegan&Paul.
- Delors,Jacques,etal;(1996).*Learning:theTreasurewithinreport of theinternationalcommissiononeducationfor21stcentury*,UNESCO.
- Illich, I.(1996).*Deschoolingsociety*.MarionBoyers,London.
- Matheson,David (2004).*An Introduction to the study of education* (2 Ed.).

DavidFultonPublish.

- MHRD(2008).*FrameworkforimplementationofRashtriyaMadhyamikShikshaAbhi yan: A scheme for universalisation of access to and improvement of quality at thesecondarystage.* NewDelhi:DepartmentofSchoolEducationandLiteracy.
- MHRD (2011). *Sarva Shiksha Abhiyan: Framework for implementation based on theRightofChildrentoFreeandCompulsoryEducationAct,2009*.NewDelhi:Depart mentof SchoolEducationandLiteracy.
- MHRD,(1992).*Programmeofaction*.Govt.ofIndia,NewDelhi.
- MHRD,Gov.ofIndia(1992).*Nationalpolicyon education*(revised)NewDelhi:MHRD.

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	4	5	4	2	5	5	4	4
CO2	4	4	4	5	5	4	4	4	4	4
CO3	5	5	5	4	4	5	5	5	5	5
CO4	5	4	4	4	5	4	5	4	4	2
CO5	4	2	5	5	4	5	4	5	5	5

Core Paper XIV

EDUCATIONAL MANAGEMENT AND LEADERSHIP

Course Outcomes (COs)
On completion of the course the students will be able to:
CO1: Establish relationship between education and management.
CO2: Understand the concept, nature, scope, principles and types management in education, especially in Odisha.
CO3: Describe the overall aspects of management in education at different levels; human, material and financial.
CO4: understand the concept, nature, scope, functions, skills, theories and styles of leadership in education.
CO5: Explain the concept, nature, scope, importance, principles and planning of total quality management.

UNIT1: Educational Management

(i) Concept of educational Management-meaning, nature, scope and principles
(ii) Process of educational Management- planning, execution, staffing,

control, supervision, monitoring, evaluation and feedback
(iii) Types of Management:
(iv) Centralized and decentralized
(v) Authoritarian, democratic, dynamic/creative and laissez-faire
(vi) Educational Management in Odisha- structure and function with reference to school and mass education, and Higher education

UNIT2:Aspects of Institutional Management

(i) Human, material and financial resource management
(ii) Management of curricular and co-curricular programmes
(iii) Management of students' welfare, auxiliary services including students' health services
(iv) School development plan
(v) Working with SMC and SMDC

UNIT3:Leadership in Education

(i) Leadership- meaning, nature and importance in education
(ii) Leadership: Functions and skills
(iii) Theories of leadership-Redden's3-D theory, and Hersey and Blanchard's situational theory
(iv) Styles of leadership-participating style, delegating style,selling style and telling style, Hersey and Blanchard)

UNIT 4: Total Quality Management

(i) Total Quality Management (TQM)-meaning,natureandimportance
(ii) Principles of TQM- Demming's and Jurana's
(iii)Planning for TQM in school and higher education
(iv)Quality Assurance in Higher Education

PRACTICAL
• StudyingtheroleofSMC/SMDC inschool managementandreportingNB:Itwillbe evaluatedbybothInternalandExternalexaminers.

TextBooks
• Kochar,S.K(2011). *SchoolAdministrationandManagement*.NewDelhi:SterlingPublishersPrivate Limited.
• Bhatnagar,R.P.&AggrawalV(2015).Educational Administration,Supervision,Planningandfinancing.Meerut:RLalBookDepot .
• Mukhopadhyay,M.(2005).i.NewDelhi:Sage

ReferenceBooks
- AdolphandTurnerHarold,E.*Supervisionfor change&Innovation*.HoughtonMiffinCompany.
- Anderson, C.A & Bowman, M.J (1971).*Educational management*, London, U.K:Frankas
- Ashima V, Deshmukh&NaikA.P (2010).*Educationalmanagement*.Girgaon,Mumbai:HimalayaPublishing House.
- Bhatnagar,R.P&Verma,I.B(1978).*Educationaladministration*.Meerut,India :LoyalBookDepot.
- Chau, Ta-Ngoc (2003): *Demographic aspects of educational planning.* Paris:InternationalInstituteforEducationalPlanning.
- Hariss,B.M (1963).*Supervisorybehaviourineducation*.USA:EnglewoodCliffs.
- Kimbrough, S.Ralph, Michall& Nunnery.*Educationaladministration*.NewYork:McMillanCompany.
- Livack, et al (1998).*RethinkingDecentralization in developing countries*.Washington,D.C,USA:WorldBank.
- Mukerji,S.N.*Administrationofeducationalplanningandfinanc*e.Baroda, India:AcharyaBookDepot.
- Naik,J.P. (1965):*EducationalplanninginIndia*. NewDelhi, India:Allied.
- Naik, J.P.(1982):*Theeducationalcommission&after*.NewDelhi,India: Allied.
- Newman and summer. *The process of management: concept, behaviour and practice*.NewDelhi,India:PrenticeHallof IndiaPvt.Ltd.
- Oliva,O(19760.*Supervision fortoday'sschool*.NewYork,USA:Harper&Row.
- Ramani, K.V (2004). *A text book of educational management*. New Delhi, India:DominantPublisher
- Safya, R &Saida, B.D *(1964). School administration and organisation.* Jalandhar,India:DhanpatRai&Sons
- Shukia,P.O(1983).*AdministrationinIndia*.NewDelhi,India:VikasPublication.
- Simon,HerbartA.*Administrativebehaviour*.NewYork,USA:McMillan Company.
- Tilak,J.B.G.(1992). *Educationalplanning atgrassroots*.NewDelhi:India.
- Waber,ClarenceA.*Fundamentalsofeducationalleadership*.NewYork,USA:Exposition Press.Buch, T. et al. (1980). Approaches to school management. London:HarperandRow.
- ChalamK.S.(2003):IntroductiontoEducationalPlanningandManagement:NewDelhi,AnmolPublicationsPvt.Ltd.
- ChandrasekharanP.(1997):EducationalPlanningandManagement.NewDelhi:SterlingPublishersPvt.Ltd.
- Deshmukh,A.V.&Naik,A.P.(2010).Schooladministrationandmanagement.Mumbai.
- Glasser,William(1990).Thequalityschool.NewYork,NY:Harper CollinsPublishers,Inc.
- GovernmentofIndia(1986/92).Nationalpolicyoneducation.NewDelhi:MHRD.
- Government ofIndia(1992).Programmeofaction.NewDelhi:MHRD.
- Gupta, S.K. & Gupta, S.91991). Educational administration and management. Indore:ManoramaPrakashan.
- Hallak,J.(1990).Investinginthefuture:Settingeducationalprioritiesinthedeveloping world.Paris:UNESCO.

- Kalra, Alka (1977). Efficient school management and role of principals. New Delhi:APH PublishingCorporation.
- Kochar,S.K.(2011).Schooladministrationandmanagement.NewDelhi:SterlingMu khopadhyay,M.(2001).Totalqualitymanagementineducation.NewDelhi:NIEPA.
- Shaeffer,S.(1991).Collaboratingforeducationalchange:Theroleofparentsandthe communityinschoolimprovement.Paris:UNESCO.
- TyagiR.S.andMahapatraP.C.(2000),EducationalAdministrationinOrissa:Ne wDelhi,NationalInstituteofEducationalPlanningand Administration(NIEPA)
- Vashist,Savita(ed.)(1998). Encyclopaedia ofschooleducationandmanagement.NewDelhi:KamalPublishingHouse.

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	4	4	5	4	2	5	5	5
CO2	4	4	5	2	5	2	5	5	4	5
CO3	2	5	4	4	4	5	4	4	4	4
CO4	5	5	5	4	2	4	5	5	5	5
CO5	4	4	4	5	2	5	4	4	4	4

DisciplineSpecificElectivePaper-I

(A student has to choose any one from Pedagogy of English and Odia under DSE-1)

A.PEDAGOGY OF LANGUAGE (ENGLISH)

Course Outcomes (COs):

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

CO1: Explain the place of English language in school curriculum.
CO2: Analyze various policy perspectives with regard to English language teaching in India.
CO3: Describe various pedagogical approaches to English language teaching.
CO4: Understand different language skills in teaching-learning process.
CO5: Prepare subject specific lesson plan for improvement of language skills.

UNIT1:EnglishinSchoolCurriculum

(i) LanguagepolicyinIndiawith referencetoNPE1986andNCF2005
(ii) Placeof Englishasacompulsorysubjectinschoolcurriculum(bothatelementaryandseco ndarylevels)
(iii) LearningObjectives oflearningEnglishatelementaryandsecondarylevels
(iv) Englishlanguageskills–components,theirindependenceandinterdependence

UNIT 2:Approaches,MethodsandStrategiesofTeachingEnglish

(i) Understandingofdifferentmethodsandstrategies:Bi-lingualMethod,TranslationMethod,DirectMethod,StructuralApproach,CommunicativeApproach.

(ii) ListeningSkill:TasksfordevelopingListeningComprehension(iii)SpeakingSkill:TasksfordevelopingSpeakingskills

(iv) Readingskill:TypesofReading, Strategiestodevelopreadingcomprehension

(v) Writing Skill: Strategies to improve writing skill, Qualitiesofgoodwriting(simplicity,logicalityandorganizationinwriting)

UNIT3:TransactionofContents

(i) Teaching ofProse(detailedandnon-detailed),poetry,grammarandcomposition–Approaches,MethodsandStrategies

(ii) Pedagogicanalysis:Contentanalysis-analysisoftopicsofEnglishtextbookforidentificationoflanguageitems(newvocabulary,structuralwords,grammarcomponents),learning Learning Objectives, methods and strategies, teaching learningmaterialsincludingICTmaterials

(iii) PreparingLessonPlanfollowing5EandInterpretationConstructionDesignModel(ICON)

(iv) PreparationofLessonPlansfollowingHerbartianapproach.

UNIT 4:LessonDeliveryStrategiesandAssessment

(i) LessonDeliveryStrategies:Lecturing,RoleplayandDramatization,CollaborativeApproach,AbilityGrouping,GroupWork;LearningthroughNarrativesandDiscourses; ConceptMappingandBrainStorming

(ii) TechniquesofAssessmentinEnglish:ContinuousAssessmentofLearnersperformance in English, preparation of differenttypes of objective-based test items(ExtendedResponseType,Restrictive

PRACTICAL

• SchoolInternship(Deliveryof5LessonsfollowingHerbatian/5E/ICONmodel)NB:ItwillbeevaluatedbybothInternalandExternalexaminers.

TextBooks

• Kohli, A.L (2010) *Techniques of teaching english.*
NewDelhi:DhanpatRaipublishingCompany
Jain,R.K(1994).*Essentials of Englishteaching*,Agra:VinodPustakMandir

- Sharma, K.L(1970) .*Methods of teaching English in India*. Agra : Laxmi NarayanAgrawal

ReferenceBooks

- Agnihotri R. K. and Khanna A. L. (1994). *Second language acquisition: socio-culturalandlinguisticaspectsofEnglishinIndia.*NewDelhi:SagePublications.
- Allen, H.B. (1965). *Teaching English as a second language: A book of readings*. NewYork:McGraw-Hill.
- Baruah,T.C(1984). *TheEnglishteacher's handbook.*NewDelhi:SterlingPublishersPvt.Ltd,
- Billows,F.L.(1975). *Thetechniquesoflanguageteaching*. London:Longman
- Bista,A.R(1965).*TeachingofEnglish(SixthEdition)*.Agra:VinodPustakMandir
- Bright,J.A(1976).*TeachingEnglishassecondlanguage*.London:LongManGroup
- Catarby, E. V (1986) *Teaching English as a foreign language in school curriculumIndia*,NewDelhi:NCERT
- Hudelson, Sarah. (1995). *English as a second language teacher resource handbook. ApracticalguideforK-12ESLprograms.* California.:CorwinPress,Inc.
- Joyce,BruceandWeil,Marsha(2003).*Modelsofteaching*.NewDelhi:PrenticeHall ofIndiaPvt.Ltd.
- KrishnaSwamy,N.andSriRaman,T.(1994).EnglishteachinginIndia.Madras: T.R.Publication.
- Mukalel, Joseph C. (2009). *Approaches to English language teaching*. New Delhi:DiscoveryPublishingHousePvtLtd.
- Pal, H.R and Pal, R(2006). *Curriculum – yesterday, today and tomorrow*, New Delhi:ShipraPublications
- Sachdeva,M.S.(1973).Anewapproachtoteaching ofenglish inIndia.Ludhiana:PrakashBrothers
- Shrivastava, B.D(1968). *Structural approach to the teaching of English*. Agra:RamprasadandSons

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	5	5	5	4	5	2	4	4
CO2	4	4	5	4	5	5	4	4	2	5
CO3	5	2	5	4	4	4	5	5	5	5
CO4	2	5	2	5	4	5	4	4	4	2
CO5	4	4	4	5	4	5	4	2	4	5

Discipline Specific Elective Paper-I
(A student has to choose ANYONE from Pedagogy of English and Odia under DSE-1)

PEDAGOGY OF LANGUAGE (ODIA)

Course Outcomes (COs):

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

1. **CO1:**Explain the concept of Mother Tongue.
2. **CO2:**Justify the importance of teaching Mother Tongue (Odia) at different stages.
3. **CO3:**Describe various pedagogical approaches of language teaching.
4. **CO4:**Prepare subject specific lesson plan for improvement of language skills.
5. **CO5**:Plan and construct test to assess various language skills.

UNIT1:Odia as MotherTongueinSchoolCurriculum
   (i) Importance of mother tongue in the life and education of an individual
   (ii) Place of Odia as mothertongue in school curriculum in Odisha (both at elementary and secondary levels) in the context of language policy recommended by NPE, 1986(three language formula) andNCF-2005
   (iii) Learning Objectives of teaching-learning Odia at elementary and secondary levels
   (iv) Inter-dependence of language skills in Odia and Strategies for facilitating acquisition of four-fold language skills in Odia

UNIT2:Pedagogic Approaches toTeaching-Learning Odia
   (i) Psychology of language learning and acquisition with reference to Odia as mothertongue.
   (ii) Problem sandissues relatedtoacquisition ofOdialanguageinmulti-lingualcontext(iii)Traditionalversusmodernmethodsofteaching-learningOdia.
   (iv)Different approaches and strategies to the teaching-learning of
       :−Odiaprose(detailedandnon-detailed), Odiapoetry, Odiacomposition, Odiagrammar.

UNIT3:CurricularActivitiesinOdia
   (i) Pedagogicanalysis:
   (ii) Contentanalysis-analysisoftopicsofOdiatextbookforidentificationoflanguageitems(newvocabulary,structuralwords,grammarcomponents),learningLearningObjectives,
   (iii) methods and strategies, teaching learning materials lncluding ICT materials, assessment strategies
   (iv)PreparingLessonPlansfollowingHerbartian,5EandInterpretationConstructionDesignModel(ICON)

UNIT4:Assessment

(i) Types of Assessment-self assessment, peer assessment, teacher assessment, internalassessmentandexternalassessment

(ii) Techniques of Assessmentin Odia: Continuous Assessmentof Learners performanceinOdia,preparationofdifferenttypesofobjective-basedtestitems(ExtendedResponseType,RestrictiveResponseTypeandObjectiveType),preparationof

checklist,ratingscaleandrubric,PortfolioassessmentinOdia

PRACTICAL

- Schoolinternship(deliveryof5LessonsfollowingHerbartian/5E/ICONmod el)NB:ItwillbeevaluatedbybothInternalandExternalexaminers.

TextBooks

- Barik,N.(2014).Odiashikshyadanapaddhati.Cuttack:A.K.MishraPublishersPv t.Ltd.

- Kocchar,S.K.(2012).TeachingofMotherTongue.SterlingPublishers,NewDelhi.

- Mohanty, J., Barik, N. & Khandai, U. (1983). Odia sikshadana paddhati. Cuttack :Nalanda.

- Nayak, B.;Mohanty, J.(1999):OdiabhasaOSahityaraBhitibhumiOShikshyadanPadhati.Cuttack:Ja gannathProcess,ToniRoad,Cutack-2.

ReferenceBooks

- Daswani, C.J.LanguageEducationinMultilingualIndia.New/Delhi(UNESCO)

- Dhal,G.B.   (1974). Dhwani bijanana. Bhubaneswar:OdishaRajyaPathyaPustakaPranayanaSanstha.

- Dhal, G.B.(1972).Englishuchharanasiksha.Cuttack:FriendsPublisher.

- Mathur,S.A.SociologicalApproachtoIndianEducation.VinodPustakBhandar, Agra.

- Mohanty,B. (1970). Odia bhasarautpatiO65arma bikasha.Cuttack:FriendsPublishers.

- Mohapatra,D.(1976).Odia DhwanitattwaOsabdhasambhar. Cuttack:GranthaMandir.

- Mohapatra,N.&Das,S.(1943).Sarbasaravykarana.Cuttack:NewStudent'sStore

- Palmer,H.P.Principles of Language Teaching.GeorgeG. Harrep and Co.Ltd.

- Rybum,W.M.(1926).Suggestions for the Teaching of Mother Tongue. OUP.

  - Saiyadain,K.G.EducationandSocialOrder.AsiaPublishingHouse, Bombay.**Mapping of Course Outcomes with the programmes outcomes:**

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	5	4	5	4	4	5	2	5	4
CO2	4	5	4	5	4	4	5	4	5	5
CO3	4	5	5	4	2	5	4	5	4	4
CO4	5	4	5	4	5	5	2	5	2	5
CO5	5	4	4	5	5	4	5	4	4	4

DisciplineSpecificElectivePaper-II

(Astudenthas tochooseANYONEfromPedagogyofSocialScienceand

MathematicsunderDSE-2)

A. PEDAGOGY OF SOCIAL SCIENCES

Course Outcomes (COs):

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

1. **CO1:** Explain the place of Social Science in school curriculum.
2. **CO2:**Acquaint themselves with different methods, approaches, and techniques of teaching learningin Social Science.
3. **CO3:** Prepare subject specific lesson plan for Social Science.
4. **CO4:** Prepare and use various teaching aids for effective teaching-learning in Social Science.
5. **CO5:** Formulate curriculum in Social Sciences.

UNIT1:Concept,LearningObjectivesandValuesOfTeachingSocialScience

(i) Meaning, Nature and Scope of Social Science as NCF-2005
(ii) Learning Objectives of teaching Social Science at elementary and secondary levels
(iii)Importance of teaching Social Science In School Education
(iv)Identification of values/ competencies/ skills to be developed through Social Sciences

UNIT2:Methods and Approaches to Teaching-Learning Social Science

(i) Story-telling
(ii) Narration-cum- discussion
(iii)Dramatization

(iv) Source Method

(v) Project method

(vi) Field Trips

(vii) Observation

UNIT3:CurricularActivitiesinSocialSciencesPedago gicanalysis:

(i) Content analysis-analysis oftopics ofsocialsciencetext book.

(ii) LearningObjectives,

(iii) methodsandstrategies,

(iv) teachinglearningmaterialsincludingICTmaterials

(v) learningactivitiesincludingstudentandteacheractivities

(vi) assessmentstrategies

(vii) PreparinglessonplanfollowingHerbart,5EandInterpretationConstructionDesi gnModel(ICON)

UNIT 4:DevelopmentofResourceMaterialsandAssessmentinSocialScience

(i) Teaching-learningmaterials–Maps,Atlas,Globes,Charts,Graphs,Models, Filmstrips,T.V.Video,OHP,andComputer

(ii)   Timeline– Concept,Aspects,TypeandUse

Types of Assessment-self assessment, peer assessment, teacher assessment, internalassessmentandexternalassessment

(iii) Techniques of Assessment in history and political science: Continuous Assessment ofLearnersperformance in history and political science,preparation ofdifferent typesofobjective-basedtest-

(iv) Items(ExtendedResponseType,RestrictiveResponseTypeandObjectiveType

PRACTICAL

- Schoolinternshi p(deliveryof5 LessonsfollowingHerbatian/5E/ICONmodel)NB:ItwillbeevaluatedbybothInternalandExtern alexaminers.

TextBooks

- Kochhar, S.K. (1970). *Methods of Teaching Social Studies.*NewDelhi,India:SterlingPublication.
- Mangal, S.K.&Mangal,U. (2008).*TeachingofSocialStudies*.NewDelhi:PHILearningPvt,Ltd.
- Sharma,R.A.(2014).*TeachingofSociaalSceince*.Meerut:RLalBookDepot.

ReferenceBooks

- Kochhar, S.K. (1970). *Teaching of History*. New Delhi, India: Sterling Publishers Pvt.Ltd.
- Banks James,A. (1997).*Teaching Strategies for the Social Studies Enquiry, ValuingandDecisionMaking*.Massachusets,USA:Addition-WestelyPublishingCo.Reading.
- Bining&Binning.(1952).*TeachingofSocialStudiesinSecondarySchools*.NewYork, USA:McGrawHills.
- Burston,W.H.(1963).*Principlesof HistoryTeaching.* NewFetterLance:Methuen&Co.Ltd.II.
- BurtonW.H.(1972).Principlesofhistoryteaching,London:Methuen.
- Carretero, Mario, & Voss, James F. (Eds.) (1994). Cognitive and instructionalprocessesinhistoryandthesocialsciences.Hillsdale:LawrenceErlbaumAssociate.
- Choudhury,K.P.(1975).*TheeffectiveTeachingofHistory*.NewDelhi,India:NCERT.
- DhamiajaNeelam.(1993).*MultimediaApproachesinTeachingSocialStudies*.NewDelhi,India:HarmerPublishingHouse.
- Drake, Frederick D. & Lynn, R. Nelson (2005). Engagement in teaching history:Theoryandpracticesformiddleandsecondaryteachers.Columbus,OH:Pearson.
- Ghate,V.D.(1956).Teachingofhistory.Bombay:OxfordUniversityPress.Gunnin,Dennis(1978).Theteachingofhistory.GoomHelmLtd.London.
- James H.(1953). *TheTeachingofSocialStudies in Secondary Schools.* .London,UK:LongmanGreen&Co.
- James, T. H., Arthur,J. and Hunt, M. (2001). Learning to teachhistoryinthesecondaryschool:Acompaniontoschoolexperience.London:RoutledgeFalme.
- Kochhar,S.K.(1970).*Teachingofpoliticalscience*.NewDelhi:SterlingPublishers
- NCERT.(1970).*TeachingofHistoryofSecondarySchools*.NewDelhi,India:Author.

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	2	4	5	2	5	5	4	4
CO2	5	5	4	5	5	5	4	4	5	5
CO3	4	4	2	5	4	5	4	5	4	4
CO4	2	4	4	5	4	4	5	4	5	5
CO5	5	4	5	4	5	4	5	5	4	4

DisciplineSpecificElectivePaper-II

(Astudenthas tochooseANYONEfromPedagogyofSocialScienceand

MathematicsunderDSE-II)

B. PEDAGOGYOFMATHEMATICS

Course Outcomes (COs)

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

CO1: Establish relationship between education and study of mathematics.

CO2: Understand the concept, learning objectives, and values of teaching mathematics at different levels of education with reference to NCF-2005.

CO3: Describe the different methods and approaches to teaching-learning of mathematics.

CO4: Describe the importance of pedagogical approaches to teaching-learning mathematics.

CO5: Explain the necessary curricular activities in mathematics in terms of pedagogic analysis, content analysis, methods and strategies and preparation of lesson plans based on different models.

UNIT1:FoundationsofMathematicsEducation

(i) NatureandScopeofMathematics,

(ii) Learning of Mathematics: Importance of Mathematics at elementary and secondarylevel,LearningObjectivesofteaching-learningMathematics atthetwolevels,

(iii) CurriculumReformsinSchoolMathematics:Rationale,LearningObjectives,principl es,designsandmaterialsinMathematics,recentcurricularreformsattheNationalandS tatelevels(NCF2005).

UNIT2:MethodsofTeaching-learningMathematics

(i) Learning by Discovery: Nature and purpose of learning by discovery; guided discovery strategies in teaching Mathematical concepts.

(ii) Teaching for Understanding Proof: Proof by induction and deduction; proof by analysis and synthesis.

(iii) Problem Solving in Mathematics: Importance of problem solving in Mathematics, Steps of problem solving in Mathematics.

(iv) Constructivist approaches: Self- learning and peer learning strategies, Collaborative strategies; 5E and ICONModels.

UNIT3:Curricular Activities in Mathematics

(i) Pedagogicanalysis:

(ii) Contentanalysis-analysisoftopicsof mathematicstextbook.(iii)LearningObjectives,

(iv) methodsandstrategies,

(v) teachinglearningmaterialsincludingICTmaterials

(vi) learningactivitiesincludingstudentandteacheractiviti es(vii)assessmentstrategies

(viii)Process

ofpreparinglessonplanfollowingHerbatian,5EandInterpretationConstructionDesi gnModel(ICON)

UNIT4:AssessmentInMathematics

(i) AssessmentofMathematicslearning:Unittest– Designingblueprint,itemconstruction,markingschemes.

(ii) AssessmentforMathematicsLearning:Assignments,ProjectsandportfoliosinMathe matics,groupandcollaborativeassessmentinMathematics,

(iii) Non- testingmethodsofassessmentof/forMathematicsLearning:Observationoflearnersin action,ratingofparticipationinvariousMathematicstasksand activities,

(iv) DiagnosisofdifficultiesinlearningMathematicsconcepts,Remediationofthedifficul ties, enrichment programmes in Mathematics learning –National MathematicsTalentSearch,MathematicsOlympiad.

(v) PlanningforcontinuousassessmentofclassroomlearninginMathematics.

PRACTICAL

- Schoolinternship(Deliveryof5LessonsfollowingHerbatian/5E/IC ONmodel)NB:ItwillbeevaluatedbybothInternalandExternalexaminers.

TextBooks

- Sidhu, K.S(1985).*Teachingofmathematics*.NewDelhi:Sterlingpublication.
- James, A. (2003). *Teaching of mathematics*. Neel Kamal Publication: Hyderabad.NCERT(2011).*PedagogyofmathematicsfortwoyearB.Ed.course*. NewDelhi:

ReferenceBooks

- Cooney,ThomasJ.etal. (1975). DynamicsofTeachingSecondarySchoolMathematics.Boston:Hought onMifflin.
- Cooper, B. (1985). *Renegotiating secondary school mathematics*. The Hamer Press:EastSussex.
- Michel. (1982).*Teachingmathematics*.NicholosPublicationCo:NewYork.
- NCF(2005).*Nationalcurriculumframework*.NCERT:NewDelhi
- NCERT (2006). *Position paper: National focus group (NFG) onteachingMathematics*.NCERT:NewDelhi.

- NCERT (2005). *Position paper: national focus group (NFG) on examination reform*.NCERT:NewDelhi.
  Scopes, P.G. (1973). *Mathematics in secondary schools- a teaching approach*.Cambridge:Cambridge UniversityPress
- Driscoll,M.,Egan, M.,Nikula, J.,&DiMatteo, R.W.(2007).Fosteringgeometricthinking:Aguideforteachers,grades 6- 10.Portsmouth,NH: Heinemann.
- Driscoll,M.(1999).Fosteringalgebraicthinking:Aguideforteachers,grades5- 10.Portsmouth,NH:Heinemann.
- Grouws, D.A.(ed)(1992). Handbookofresearchonmathematicsteachingandlearning.NewYork:Mac millanPublishing.
- Malone,J.andTaylor,P. (eds)(1993).Constructivistinterpretationsofteachingandlearningmathematics.
- Perth:CurtinUniversityofTechnology.
- Marshall,S.P.(1995).Schemesinproblem- solving.NewYork:CambridgeUniversityPress.
- Moon, B. & Mayes,A.S.(eds.)(1995).Teachingandlearninginsecondaryschool.London:R outledge.
- NCERT(1998). Atextbookofcontent-cum- methodologyofteachingmathematics.NewDelhi:NCERT.
- NCERT(2005).Nationalcurriculumframework2005.NewDelhi:NCERT.
- NCERT(2006).Positionpaper:Nationalfocusgrouponteachingmathematics. NewDelhi:NCERT.
- TESSIndia(2015).Keyresources.TheOpenUniversityU.K.(http//creativecommons .org/licences/andhttp//www.tess-india.edu.in/)

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	4	5	4	5	4	4	2	5
CO2	4	4	5	5	4	4	4	5	4	5
CO3	5	4	4	5	5	5	5	4	5	4
CO4	4	4	2	4	4	4	4	4	4	4
CO5	5	5	4	4	5	2	5	5	4	5

DisciplineSpecificElectivePaper-III

(A student has to choose any one from A &B under DSE-III)

A. POLICY AND PRACTICES IN SCHOOL EDUCATION IN INDIA

Course Outcomes (COs)

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

CO1: Explain the policies and practices of school education with intervening   programmes and challenges.

CO2: Understand the policies and practices of secondary and higher secondary education with intervening programmes and challenges.

CO3: Describe the policies and practices of vocational education at different levels along with issues and challenges.

CO4: Appreciate the introduction of inclusive education, issues and challenges and concerned policies for progress.

CO5: Critically reflect upon the policies of access and equity concerns in education of different vulnerable and subaltern groups of society.

UNIT1:Policies in School Education

(i) National education policy, 1986, revised in 1992 and its corresponding document Programme of Action with reference to Elementary Education and Secondary Education.

(ii) Implementation of Elementary Education with reference to RTE Act-2009 and Policy issues.

(iii) Implementation of Secondary Education with reference to Rashtriya Madhyamik Siksha Abhiyan (RMSA) and policy issues

(iv) Guiding principles of NCF-2005 and curriculum revision at the school level.

UNIT 2:Policies for Vocationalisation of Education

(i) Vocationalisation of education- A policy analysis with reference to the report of

PatelCommittee (1977), Adisheshia Committee (1978) and National Policy on

Education (1986) revised NPE (1992)
(ii) Vocational Education at Higher Secondary level: Policy challenges (iii) Work education in schools–concept to implementation

UNIT3: Policies for Inclusive Education

(i) Education of Children with Special Needs (CWSN):Policy perspectives with reference to NPE,1986, 1992, Mental Health Act, 1987, Persons with DisabilitiesAct, 1995, Rehabilitation Council of India Act, 1992, National Trust Act, 1999
(ii) Inclusive education-Policies, Progress and Problems.

UNIT 4: Policy on Access and equity in Education

(i) Women's education and empowerment of women with reference to National Policy on Women Empowerment, NPE-1986
(ii) Progress of Women Education and Problems.
(iii) Access and Equity in Education with focus to SC, ST and Minorities
(iv) Policy for SC children-Implementation, Progress and Problems.
(v) Policy for ST children- Implementation, Progress and Problems with reference to Mother Tongue based Multilingual Education
(vi) Policy for Minority Children-Implementation, Progress and Problems.

PRACTICAL

- AnalysisofanyPolicydocumentsbeingimplementedatSchoolEducationlevelNB:ItwillbeevaluatedbybothInternalandExternalexaminers

TextBooks
- Aggarwal,J.C.(2010).Landmarks inthehistoryofmodernIndian education(7thEd)NewDelhi:VikashPublishingPvt.Ltd.
- Rawat,P.L.(1989).HistoryofIndianeducationNewDelhi:RamPrasad&Sons.

ReferenceBooks
- Das,K.K.(1993).*DevelopmentofeducationinIndia*.NewDelhi:KalyaniPublishers
- Dash,B.N.(1991).*Developmentofeducation inIndia*.NewDelhi:AjantaPrakashan
- Keay, F.E.&Mitra,Sukumar(1978).AhistoryofeducationinIndia.NewDelhi:Oxford UniversityPress
- Mukherjee,R.K.(1988).AncientIndianeducation.NewDelhi:MotilalBanarsidass
- Mukherjee,R.K.(1989).TheGuptaEmpire.NewDelhi:MotilalBanarsidass

- Naik, J.P.& Narullah,S.(1996).
  Astudent'shistoryofeducationinIndia.NewDelhi:McMillanIndiaLtd

- Ghosh, S.C. (1989). Education policy in India since warren Hastings, Calcutta: N-Prakashan.
- ReferenceBooks
- Altekar,A.S.(1934),EducationinancientIndia,Banaras:IndianbookShop.
- DasGupta,S.N.(1988).AhistoryofIndianphilosophy.(5Vols.)Delhi:Motilal BanarasiDass.
- MHRD,GOI(1986).Nationalpolicyoneducation. NewDelhi:TheAuthor
- MHRD, GOI (1993). Learning withoutburden.Yashpal Committee Report(1993).NewDelhi:TheAuthor
- MinistryofEducation,GOI(1964-66).Educationandnationaldevelopment.(Reportofeducationcommission(1964-66).NewDelhi:TheAuthor
- Sen, Bimal (1989). Development of technical education in India and state policy-ahistorical perspective. Indian Journal of History of Science, 24 (2): 224-248, IndianNationalScienceAcademy.
- Sen,S.N.(1988).EducationinancientandmedievalIndia.IndianJournalofHistoryofScience,23(1):1-32.
- Shanker, Uday (1984). Education of Indian teachers. New Delhi: Sterling PublishersPvt.Ltd.
- Singh.R.P.(1970).EducationinancientandmedievalIndia.Delhi:AryaBookDepot.Rao,K.Sudha(Ed.)(2002).EducationalpoliciesinIndia:Analysisandreviewofpromise andperformance.NewDelhi:NUEPA.
- NCERT(2005).*National curriculumframework*,NewDelhi:NCERT.
- MHRD,Gov.ofIndia(1986).*Nationalpolicyoneducation.*NewDelhi:GoI.
- MHRD, Gov. of India (1992), *National policy on education(*revised)New Delhi:GoI.MHRD,(1992),*Programmeofaction.*,NewDelhi:Govt.ofIndia.
- NCTE(1998b).*CurriculumFrameworkforQualityTeacherEducation.*NewDelhi:NCTE.
- NCTE(2009).*NationalCurriculumFrameworkforTeacherEducationTowardsPreparingProfessionalandHumaneTeacher.*NewDelhi:NCTE.
- MinistryofLawJustice(2009).TheRightofChildrentoFreeandCompulsoryEducationAct,2009.*TheGazetteofIndia*,MinistryofLawJustice,Govt.ofIndia.
- Kurrien,J(1983).*ElementaryEducationinIndia.*   New Delhi:Vikas.MHRD().*ReporttothePeopleonEducation2011-12.*NewDelhi:Author.MHRD(1986):*NationalPolicy onEducation.*NewDelhi:MHRD.
- MHRD(2000).*SarvaShikshaAbhiyan:AprogramforUniversalElementaryEducationAframework forimplementation.*NewDelhi:Author.
- Governmentof India, Ministry of Human Resource Development (2005), Report ofthe CABE Committee on Autonomy of Higher Education Institutions, Department ofSecondaryandHigherEducation,NewDelhi,June.

Websitestobereferred:

- http://www.rehabcouncil.nic.in/
- writereaddata/RCI_Amendments_ACT.pdf
- http://socialjustice.nic.in/pwdact1995.php
- http://mhrd.gov.in/rmsa

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	5	2	5	2	5	4	5	4
CO2	5	4	2	4	4	4	4	5	5	5
CO3	4	5	5	4	5	4	2	4	4	4
CO4	2	4	5	5	5	5	5	4	4	4
CO5	5	5	5	5	2	4	5	5	5	5

DisciplineSpecificElectivePaper-III

(A student has to choose ANY ONE from A & B under DSE-III)

B. **POLICY AND PRACTICES IN HIGHER EDUCATION IN INDIA**

Course Outcomes (COs)

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

CO1: Establish relationship between Policy practices and education.

CO2: Understand the policies and practices in higher education with reference to different bodies of reform.

CO3: Describe the future of higher education in terms of different intervening programmes, progress, autonomy.

CO4: Appreciate the curriculum and assessment practices in higher education for quality assurance.

CO5: Critically reflect upon the educational management systems in higher education.

UNIT 1: Policies in Higher Education

(i) NPE-1986, revisedin1992 and its corresponding document Programme of Action (POA) with reference to Higher Education.

(ii) Recommendations of National Knowledge Commission-

2006.

(iii)Implementation of Policies, progress and problems.

UNIT 2:Future of Higher Education

(i) Rashtriya Uchattar Shiksha Abhiyan (RUSA)- goals, features, strategies and implementation- problems and issues.

(ii) Progress Higher Education in Odisha.

(iii)Autonomy and Accountability in Higher Education

UNIT3: Curriculum and Assessment

(i) Curriculum issues in higher education

(ii) Choice Based Credits System, Semester system, Grading.

(iii)Role of UGC, NAAC and Accreditation

(iv) Quality Assurance in Higher Education

(v) ICT in Higher Education

UNIT4:Educational Management System

(i) Funding and management of Higher Education

(ii) Open and Distance Learning System: Policy and Development-Role of IGNOU.

(iii)Research in higher education-problems and issues-

Role of ICSSR, UGC, Association of Indian Universities

(iii) Capacity Building of Teachers in Higher Education.

PRACTICAL

- AnalysisofanyPolicyDocumentbeingimplementedinthefieldofHigherEducation inIndia

NB:ItwillbeevaluatedbybothInternalandExternalexaminers

TextBooks

- Rao,K.Sudha(Ed.)(2002).
EducationalpoliciesinIndia:Analysisandreviewofpromiseandperformance.
New Delhi:NUEPA.

ReferenceBooks

- GovernmentofIndia,MinistryofHumanResourceDevelopment.2011a.'IndianInstit utesofDevelopment'.Availableathttp://mhrd.gov.in/itt_higher_english.

- Government of India, Ministry of Statistics and Programme Implementation. No

date.NSSSurveyReports.Availableathttp://mospi.nic.in/Mospi_New/site/inner.as

px?status=3&menu_id=31.

- Cheney, G. R., with B. B. Ruzzi and K. Muralidharan. 2005. India Education Report.NCEE(NationalCenteronEducationandtheEconomy).Availableathttp://www.ncee.org/wp-content/uploads/2013/10/IndiaEducation-Report.pdf.

- UCG(UniversityGrantsCommission).2008.HigherEducationinIndia:IssuesRelatedtoExpansion,Inclusiveness,QualityandFinance.NewDelhi:UniversityGrantsCommission.Availableathttp://www.ugc.ac.in/oldpdf/pub/report/12.pdf.

- Agarwal,P.2006.'HigherEducationinIndia:TheNeedforChange'.ICRIERWorking Paper No. 180, June. Delhi: Indian Council for Research on InternationalEconomicRelations.

- BhallaVeena&etal(1998),AccountabilityandAutonomyinHigherEducation,AIU.

- Countrypaper(1998),HigherEducationinIndia:Vision&Action,presentedinUNESCO world conference of Higher Education in the Twenty-first century, Paris 5-9thOct1998,NationalCommissionforCooperationwithUNESCO.

- UNESCO (1998), report on Higher Education in the Twentieth First Century Vision&ActionsheldatParis5-9thOct1998,UNESCO.

- Meek, V Lynn (2000), Diversity and marketisation of higher education: incompatibleconcepts?HigherEducationPolicy,13(2000),p-25&26.

- Governmentof India, Ministry of Human Resource Development (2005), Report ofthe CABE Committee on Autonomy of Higher Education Institutions, Department ofSecondaryandHigherEducation,New Delhi,June.

- Tilak,J.B.G.(1996),"HigherEducationunderStructuralAdjustment",JournalofIndianSchoolof PoliticalEconomy8(2) (April-June):266-93.

- UGC (2005), University Development in India: Basic Facts and Figures (1995-96 to2001-02),University   GrantsCommission,Information &StatisticsBureau,NewDelhi,November

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	2	5	5	4	5	4	5	5
CO2	4	5	5	4	4	2	4	4	4	4
CO3	5	4	2	5	5	4	5	5	2	4
CO4	4	2	5	4	4	4	5	5	5	5
CO5	5	5	4	5	4	5	2	5	4	2

Discipline Specific Elective Paper-IV
INCLUSIVEEDUCATION

Course Outcomes (COs)

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

CO1: Establish relationship between education and inclusive education.

CO2: Understand meaning, genesis and scope of inclusive education.

CO3: Describe the different policies and frameworks for the improvement of inclusive education.

CO4: Understand the support needs of students with disabilities.

CO5: Critically reflect upon different frameworks, support and collaboration for the achievement of inclusive education.

UNIT1:Meaning, Genesis and Scope Inclusive Education

(i) Special education and inclusive education: Concept and Principles

(ii) Historical developments of special and inclusive education in India.

(iii)Medical and social models of disability

(iv) Examining the practice of labeling

(v) Social, psychological and educational contexts of inclusion

UNIT2:Polices & Frameworks Facilitating Inclusive Education

(i) International Declarations: Universal Declaration of Human Rights (1948),World Declaration for Education for All(1990)

(ii) International Conventions:United Nations Convention of Rights of Persons with Disabilities(UNCRPD)(2006)

(iii) International Frameworks: Salamanca Framework(1994),Biwako Millennium Framework of Action(2002)

(iv) ConstitutionalObligations; RCI Act 1992; PwD 1995 and NTA 1999; RTE-SSA and RPD Act.2016.

UNIT3:Understanding and Support Needs of Students with Disability

(i)Understanding and support needs of students with different Labels of Disability including: Autism, Learning Disabilities, Speech & Hearing Disability,Blindness, and Intellectual Disabilities in inclusive classroom.

UNIT4:Frameworks, Support and Collaboration for Inclusive Education

(i) Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment

(ii) Principles of Differentiated Instruction and

(iii)Capacity Building of Teachers forInclusive Education

(iv)Assistive Technology & Devices for Inclusive Education

PRACTICAL

- Visittoa centrefor studentswithspecialneeds(specialschool/specialinstitute).Observetheproce ssof teachinglearningandwriteareport.

NB:ItwillbeevaluatedbybothInternalandExternalexaminers

TextBooks
- Panda, K.C. (nd).*EducationofExceptionalChildren*
- Daniels,H.(1999).*Inclusiveeducation*.London:Kogan.

- Mangal,S.K. (2013). ExceptionalChildred. NewDelhi:PHILearningPvt.Ltd.

ReferenceBooks
- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful inclusion for educationalleaders*.NewJersey:PrenticeHall.
- Deiner,P.L.(1993).*ResourceforTeachingChildrenwithDiverseAbilities*.Florida :HarcourtBraceandCompany.
- Dessent,T.(1987).*MakingOrdinarySchool Special*.JessicaKingsleyPub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction toExceptionality*.Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform TransferringAmerica'sClassrooms*.Baltimore:P.H.BrookesPublishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding,DevelopingandWritingIEPs*.Corwinpress:SagePublishers.
- Gore, M.C. (2004) . *Successful Inclusion Strategies for Secondary and Middle SchoolTeachers,*CrowinPress,SagePublications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: fromSegregationtoInclusion*.CorwinPress,SagePublishers.
- Karant,P.,&Rozario,J.((2003).*LearningDisabilitiesinIndia*.SagePublications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, SagePublications.
- King−Sears, M. (1994). *Curriculum−Based Assessment in Special Edcuation*. California:SingularPublications.
- Kluth,P.(2009).*Theautismchecklist:Apracticalreferenceforparentsandteachers.* SanFrancisco,CA:Jossey-Bass.
- Lewis, R. B., &Doorlag,D.(1995).*Teaching Special Students in the Mainstream*.4thEd.NewJersey:Pearson.

- Rayner,S.(2007).*ManagingSpecialandInclusiveEducation*,SagePublications.
- Rose,D.A.,Meyer,A.&Hitchcock,C.(2005).*TheUniversallyDesignedClassroom:A ccessibleCurriculumandDigitalTechnologies.*Cambridge,MA:HarvardEducation Press.
- Ryandak,D.L. &Alper, S. (1996). Curriculum ContentforStudentswith ModerateandSevereDisabilitiesinInclusiveSetting.Boston,AllynandBacon.
- Thousand,J.,Villa,R.,&Nevin,A.(2007).*Differentiatinginstruction:Collaborativep lanningandteachingforuniversallydesignedlearning*.ThousandOaks,CA:CorwinP ress.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995).*Exceptional Lives:SpecialEducationin Today'sSchools*.2ndEd.NewJersey:Prentice—Hall.Inc
- Udvari-Solner,A.&Kluth,P.(2008).*JoyfulLearning:Activeandcollaborative*

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	4	5	2	5	4	4	2
CO2	4	4	5	5	5	5	2	5	4	4
CO3	5	5	5	5	4	4	5	5	2	4
CO4	4	4	4	4	5	5	4	4	4	5
CO5	2	5	5	5	4	2	4	5	5	5

DSE Paper–IV

DISSERTATION/RESEARCHPROJECT
(Collegecangivethischoiceonlyforstudentswithabove60%aggregatemarks)

The students will select a research project on any Educational issue or problem or topic andprepare a report. The project will be prepared based on proposal already developed in Semester-III,Core-6.

DistributionofMarks willbeas follows:

Item	Total
Report	75
Viva-voce	25
Total	**100**

Discipline Specific Core Paper IEDUCATIONALPHILOSOPHY

Course Outcomes (COs)

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

CO1: Understand the concept of education with both narrow and broader meaning of education.

CO2: Establish relationship between Philosophy and education.

CO3: Understand common characteristics of Indian Philosophy and western schools of philosophy.

CO4: Describe the Indian schools of philosophy with its branches and contemporary theories of education.

CO5: Appreciate the contribution of great thinkers to the field of education at national, international and local levels.

LearningObjectives

Oncompletionofthis course,thelearners shallbeableto:

- Stateandanalysethemeaningofeducationandformownconceptoneducation

- Explainphilosophyasthefoundationofeducation

- Analyseaimsofeducation

- Describetheessenceofdifferent formalphilosophiesanddraweducationalimplications

- CompareandcontrastIndianandwesternphilosophiesofeducation

UNIT1:EducationinPhilosophicalPerspective

(i) Etymologicalmeaningofeducation

(ii) Narrowerandbroadermeaningofeducation,LifelongEducation(iii)Aims of Education- Individual and Social Aims of Education(iv)Meaningandnatureofphilosophy

(v) BranchesofPhilosophy- Metaphysics,EpistemologyandAxiology,anditseducationalimplications

(vi) FunctionsofPhilosophyinrelationtoeducation

UNIT2:FormalSchoolsofPhilosophyandtheirEducationalImplications

(i) Idealism,Naturalism, Pragmatismwithreferenceto:

(ii) AimsofEducation,Curriculum,Methodsof Teaching,Roleof Teacher,Discipline

UNIT3:IndianSchoolsofPhilosophyandtheirEducationalImplications

(i) CommonCharacteristicsofIndianPhilosophy

(ii) Sankhya, Vedanta, ,Buddhism,Jainismwithreferenceto:

(iii) Philosophicaltenets,
Aimsofeducation,Curriculum,MethodsofTeaching,RoleofTeacher

UNIT4:EducationalThoughtofWesternandIndianThinkers

(i) Plato

(ii) Dewey

(iii)Gopabandhu Das

(iv)Gandhi
(v)Tagore
(vi)Aurobindo

PRACTICAL

- Field visit to a seat of learning in the locality and prepare report.

NB:ItwillbeevaluatedbybothinternalandExternalexaminers.

TextBooks

- Safaya, R.N. &Shaida, B.D. (2010). *Modern Theoryand Principlesof Education*.NewDelhi:DhanpatraiPublishingCompanyPvt.Ltd.Nayak,B.K.(2018).

- Ravi, Samuel.S.(2015).*AComprehensiveStudyofEducation*.Delhi:PHILearningPvt. Ltd.

- Nayak, B.K(2012).*Text BookofFoundationof Education*.Cuttack,Odisha:KitabMhal.

ReferenceBooks

- Aggrawal,J.C.(2013).Theoryandprincipleofeducation.NewDelhi:VikashPublishingHousePvtLtd.
- Anand, C.L. *et.al.* (1983). Teacher and education in emerging in Indian society, NewDelhi: NCERT.Brubacher,John.S.(1969). Modern philosophiesofeducation.NewYork:McGrawHillCo.
- Clarke, P. (2001). Teaching and learning: The Culture of pedagogy. New Delhi: SagePublication.
- Dash, B.N.(2011)Foundationofeducation, NewDelhi;KalyaniPublishers.
- Dewey,John(1956).TheChildandthecurriculum,schoolandsociety.Chicago,Illinois:Universityof ChicagoPress.
- Dewey, John(1997).Experienceandeducation.NewYork:Touchstone.
- Ganesh,Kamala& Thakkar,Usha(Ed.)(2005).Culture andmakingofidentity

inIndia.NewDelhi:SagePublications.

- Govt. ofIndia(1986/'92). Nationalpolicyoneducation.NewDelhi:MHRD.
- Krishnamurthy,J.(1953).Educationandsignificanceoflife.NewDelhi:B.I.Publicati ons
- KumarKrishna(1996). Learningfromconflict. NewDelhi:OrientLongman.
- MinistryofEducation(1966).Educationandnationaldevelopment.NewDelhi:Minist ryof Education,GovernmentofIndia.
- Ornstein, AllanC.&Levine, DanielU. (1989).Foundationsofeducation(4thEdn.).Boston:HoughtonMifflinCo.
- Pathak, R. P. (2012). Philosophical and sociologicalprinciples of education. Delhi:Pearson.Pathak,Avijit(2002).Socialimplicationsofschooling.NewDelhi:Rai nbowPublishers.
- Peters, R.S. (1967). The Conceptof education.London: Routledge Kegan & Paul.Radhakrishnan,S.IndianphilosophyVol.I andVol.II
- Ross, James S.(1981). Ground work of educational theory.Delhi: Oxford UniversityPress Rusk, Robert R., Philosophical bases of education, London: Oxford UniversityPress.
- Salamatullah, (1979).Educationinsocialcontext. NewDelhi:NCERT.
- Srinivas,M.N.,(1986).Socialchangesinmodernlndia.Bombay:AlliedPublishers.
- Taneja, V.R. (2000). Educationalthoughtandpractice, NewDelhi:SterlingPublishersPvt.Limited.
- Wingo, G.Max(1975).Philosophiesofeducation.NewDelhi:SterlingPublisherPvt.Li mited.

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	5	4	5	5	5	4	2	4
CO2	4	5	4	5	2	4	5	5	4	5
CO3	4	4	5	4	5	5	4	2	5	5
CO4	5	5	4	2	5	5	5	4	4	2
CO5	5	2	4	4	4	4	2	4	5	5

Discipline Specific Core Paper II
EDUCATIONALPSYCHOLOGY

Course Outcomes (COs)

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

CO1: Establish relationship between education and psychology.

CO2: Understand common characteristics and scope of Educational Psychology.

CO3: Describe the different methods used in Educational Psychology.

CO4: Appreciate the contribution of Educational Psychology to teachers, students and the entire teaching-learning process.

CO5: Explain the relationship between growth and development and the basic principles of growth and development.

UNIT1:EducationalPsychologyinDevelopmentalPerspective

(i) Meaning, nature, scopeandrelevanceofeducationalpsychology

(ii) Methodsofeducationalpsychology-observation,experimentation, andcasestudy(iii)Applicationofeducationalpsychologyinunderstandinglearner

(iv) GrowthandDevelopment-Concept, differencebetweengrowthanddevelopment,andprinciplesofgrowthanddevelopment

(v) Characteristicsofdevelopment duringadolescenceindifferentareas:

(vi) Physical, social,emotionalandintellectual(withreferencetoPiaget)

UNIT2:Intelligence,CreativityandIndividualdifference

(i) Individualdifference-concept, nature, factorsandroleofeducation

(ii) Intelligence-meaningandnatureofintelligence,conceptofI.Q,theoriesofintelligence-Twofactortheories,Guildford'sstructureofintelligence(SI)model,Gardner'smultipletheoryofintelligence.

(iii) Measurementofintelligence-individualandgrouptest, verbal, non-verbaltest

(iv) Creativity-meaning,nature and stagesof creative thinking,strategiesforfosteringcreativity

UNIT3:LearningandMotivation

(i) Learning-meaning,natureandfactorsoflearning

(ii) Theoriesoflearningwithexperimentandeducationalimplications-

(iii) Classicalconditioning,operantconditioning,insightfullearningandconstructivistapproachtolearning

(iv) Motivation–concepts, types, andtechniquesofmotivation

UNIT4:Personality and Mental health

(i) Personality-meaning and nature of personality
(ii) Theories: type theory and trait theory
(iii) Assessment of personality-subjective, objective and projective techniques
(iv) Mental health- concept, factors affecting mental health and role of teacher, mental health of teacher.
(v) Adjustment Mechanism: Concept and Types

PRACTICAL

- Administration and interpretation of any psychological test relating to Intelligence OR Personality

:ItwillbeevaluatedbyboththeInternalandExternalexaminers.

TextBooks

- Chauhan, S.S.(1978). *Advancededucationalpsychology*.NewDelhi:VikasPublishingHousePvt.Ltd.

- Mangal,S.K. (2002).*Advancededucationalpsychology*. NewDelhi:PrenticeHallofIndia.

- Aggarwal,J.C.(2014).*Essentialsofeducationalpsychology*.NewDelhi:VikasPublishingHousePvt.Ltd.

ReferenceBooks

- Woolfolk,A.(2015).

    Educationalpsychology(9thEd.).NewDelhi:PearsonPublication
- Attri,A.K.(2015).   Psychologyofdevelopmentand learning.   NewDelhi:APHPublishingCorporation.
- Bernard,P.H.(1970).MentalHealthintheclassroom.NewYork:McGrawHill.
- Biehier, R.F.&Snowman,J., (1997).Psychologyappliedtoteaching.NewYork:HoughtonMifflin.
- Bigge,M.L.,Psychologicalfoundationsofeducation, HarperandRow,NewYork,1985.
- Chandraiah,K.(2011). Emotional intelligence.   NewDelhi:APHPublishingCorporation.
- Dececco, J.P.&Crawford,W.R.(1997). Psychologyoflearningandinstitution.NewDelhi:PrenticeHalf ofIndia.
- GoodT.,(1990). Educationalpsychology. Longman, NewYork,1990.

- Lindgren,H.C.(1980).Educationalpsychologyintheclassroom.NewYork:Oxfor dUniversityPress.
- Mouly, G.J.(1982).Psychologyforteaching. Allyn& Bacon,Boston.
- Salvin,R, (1990).Educationalpsychology:theoryintopractice, N.J.:Prenticehall,EnglewoodCliffs,
- Sprinthall,RC.&Sprinthall,NA,(1990).Educationalpsychology,developme ntapproach,NewYork:McGrawHill

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	4	5	4	5	5	4	4	5
CO2	4	5	5	2	5	4	4	5	2	4
CO3	5	4	5	4	4	5	2	4	5	4
CO4	4	4	4	2	5	5	4	5	5	5
CO5	5	5	5	4	5	4	5	5	2	4

DisciplineSpecificCorePaperIII

EDUCATIONALSOCIOLOGY

Course Outcomes (COs)

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

CO1: Establish relationship of education with sociology, politics and economics.

CO2: Understand common characteristics of educational sociology with dynamic scope, as a process of socialization.

CO3: Describe the importance, role and functions of different agencies of education and socialization.

CO4: Appreciate the contribution of education on social change, factors of social change and social control.

CO5: Explain the relationship of education with modernization and globalization.

CO6: Critically reflect upon different sections of the society and their challenges of education with reference to equity, equality and inclusion.

UNIT 1:Education and Society

(i) Relationshipbetween educationandsociety,schoolasaminiaturesociety

(ii) EducationalSociology-Concept,nature, scopeandimportance;(iii)Relationshipbetweeneducationandso ciology.

(iv) Educationasaprocess ofSocialization.

(v) EducationandPolitics,EducationandEconomicDevelopment

UNIT 2:Agencies of Education

(i) Family-
Importance, functions and role for education and socialization of the children

(ii) School - Importance, functions and role for education and
socialization of thechildren

(iii) Society-Importance, functions and role for education and socialization of the
children

(iv) Mass Media-
Importance,functions and role for education and socialization of the children

UNIT 3:Education,SocialchangeandModernization

(i) ConceptofsocialchangeandfactorsaffectingSocialChange

(ii) Educationasaninstrumentof
socialchangeandsocialcontrol(iii)ConceptandAttributesofmo
dernization

(iv) Educationforacceleratingtheprocessofmodernization

(v) ImpactofGlobalization,Liberalization, andPrivatizationonEducation

UNIT4:EqualizationofEducationalopportunitiesforensuringequityandInclusion

(i) Conceptofequality,equityandinclusion:itseducationalimplication

(ii) EnsuringequalityintheEducation
ofSCandST(iii)EducationforWomenEmpowerm
ent

(iii) InclusiveEducation withreferencetochildrenwithspecialneeds (CWSN)

PRACTICAL

- FieldVisit:Studyofasocialunit(Home/School/Village/slum)andreporting.

NB:Itwillbe evaluatedbyboththeinternaland externalexaminers

TextBooks

- Aggrawal,J.C.(2013).*Theoryandprincipleofeducation*.NewDelhi:Vikas

hPublishingHousePvtLtd.
- NCERT(2014). BasicsinEducation. NewDelhi:Author.
- Pathak,R.P. (2012).*Philosophicalandsociologicalprinciplesofeducation*. Delhi:Pearson.Pathak

ReferenceBooks
- Anand, C.L. et.al. (1983). Teacher and education in emerging in Indian society, NewDelhi: NCERT.Brubacher,John.S.(1969).Modern philosophiesofeducation.NewYork:McGrawHillCo.
- Clarke, P. (2001). Teaching and learning: The Culture of pedagogy. New Delhi: SagePublication.
  Ravi, Samuel.S.(2015).*A Comprehensive Study of Education*. Delhi: PHI LearningPvt.Ltd.
- Dewey,John(1956).TheChildandthecurriculum,schoolandsociety.Chicago,Illinois:Universityof ChicagoPress.
- Dewey, John(1997).Experienceandeducation.NewYork:Touchstone.
- Ganesh, Kamala&Thakkar,Usha(Ed.)(2005). CultureandmakingofidentityinIndia.NewDelhi:SagePublications.
- Govt. of India (1986/'92). National policy oneducation.NewDelhi:MHRD.Ministry   ofEducation (1966). Educationandnationaldevelopment.NewDelhi:MinistryofEducation,Gover nmentofIndia.
- Ornstein, Allan C. &Levine,DanielU.(1989).Foundationsofeducation(4thEdn.).Boston:Hough tonMifflinCo.
- Avijit(2002). Socialimplicationsofschooling. NewDelhi:RainbowPublishers.
- Safaya,R.N.&Shaida,B.D.(2010),Moderntheoryandprinciples ofeducation.NewDelhi:DhanpatiPublisingCompanyPvt.Ltd.
- Salamatullah, (1979).Educationinsocialcontext. NewDelhi:NCERT.Saraswati,T.S.(Ed.)(1999). Culture,socializationandhumandevelopment.Theory,researchandapplicationsinIndia.New Delhi:SagePublication.
- Srinivas,M.N.,(1986).SocialchangesinmodernIndia.Bombay:AlliedPublishers.
- Taneja, V.R. (2000). Educationalthoughtandpractice, NewDelhi:SterlingPublishersPvt.Limited.

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	5	4	5	5	4	4	2	5
CO2	4	4	4	5	4	5	5	2	4	4
CO3	4	5	5	4	5	2	4	5	5	5
CO4	5	5	4	5	5	4	5	4	2	4
CO5	5	2	4	5	5	5	4	5	4	5

Discipline Specific Core Paper
IVCHANGINGPEDAGOGICALPERSPEC
TIE

Course Outcomes (COs)

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

CO1: Establish relationship between teaching and learning with reference to their variables, phases and levels.

CO2: Understand common characteristics of teaching and learning in actual classroom setting by developing lesson plans on different models.

CO3: Describe the concept, nature and different theories of teaching in details.

CO4: Appreciate the contribution of psychological principles of teaching, general principles of teaching and maxims of teaching.

CO5: Explain the core teaching skills used in the real classroom setting.

UNIT1:ConceptofTeachingandLearning

(i)   Meaninganddefinitionofteachingandlearning
(ii) Relationshipbetweenteachingandlearning
(iii) Variablesinvolvedinteachingtask:independent, dependent andintervening
(iv) Phasesofteaching:Pre-active,inter-activeandpost-active
(v)   Levelsofteaching: memory, understandingandreflective
(vi) Lessonplandesign**-** TheHerbartiansteps,5EandICON designmodel

UNIT 2:TheoriesofTeaching

(i)   Meaningandnatureof teachingtheory
(ii) Typesofteachingtheories:
(iii) Formaltheoriesofteaching-communicationtheoryofteaching
(iv) Descriptive theories of teaching– Gagne's hierarchical theory of instruction andBruner'scognitivetheoryofinstruction

(v) Normativetheoriesofteaching-
Mitra'spsychologicaltheoryofteachingandClarke'sgeneraltheoryofteaching

UNIT3:Principlesandmaximsofteaching

(i) Generalprinciplesofteaching

(ii) Psychological principles of teaching(iii)Maximsofteaching

(iv)Coreteachingskills:Introducingthelesson,explaining,illustratingwithexamples,stimulusvariation,andreinforcement,questioning,andprobingquestions,closure.

UNIT4:ApproachesandmethodsofTeaching

(i) Conceptofapproach, method, strategyandtechniques

(ii) Methodsofteaching:inductive-deductive, analytic-synthetic, problemsolvingandproject

(iii) Shiftinfocus fromteachingtolearning- constructivistapproachtolearning

PRACTICAL

- PreparationofRatingScale/ObservationScheduleand evaluateaclassroomteachingandreporting.

NB:Itwillbeevaluatedbyboththeinternaland externalexaminers

TextBooks

- Mangal, S.K. and Mangal, U.(2010). Essentials of Educational Technology. NewDelhi,PHI LearningPvt.Limited.

- Walia, J.S.(2013).*EducationalTechnology*.Jalandhar,Punjab:AhimPublications.

- Sharma,R.A.(1986).*TechnologyofTeaching*.InternationalPublishingHouse,Meerut.

ReferenceBooks

- Aggarwal,J.C.(1995).EssentialsofEducationalTechnology,VikashPublishingHouse,NewDelhi

- Chauhan,S.S.(1995).Innovationsofteachinglearningprocess,VikashPublishingHouse,NewDelhi

- Kochar,S.K.(2011)MethodsandTechniquesofteaching,SterlingPublisher Pvt.Ltd.,NewDelhi

- Mangal,S.K.(1988)FoundationsofEducationalTechnology,Ludhiana,TandanPublications

- NageswarRao,S.,Sreedhar,P.&Rao,B.(2007).Methods and techniques ofteaching,Sonali Publications,New Delhi

- Oliver,R.A.(1963)Effective teaching, JM Dent &Sons

- Pathak,R.P.& Chaudhary,J.(2012)EducationalTechnology,Pearson,NewDelhi

- Ryburn,W.M.(1955)Principles of Teaching, Geoffrey Cembridge,OUP

- Sampath,K,PannirSalvam,A.,&Santhanam,S.(1981)introductiontoEducatio nalTechnology,Sterling Publisher, NewDelhi

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	4	5	4	5	4	5	2	5
CO2	4	5	5	2	4	5	4	4	5	4
CO3	4	4	4	5	4	4	5	2	5	2
CO4	5	5	4	4	5	2	4	5	4	4
CO5	5	4	2	5	4	4	5	5	5	4

DisciplineSpecificElective PaperI

CONTEMPORARYTRENDSANDISSUESININDIANEDUCATI ON

Course Outcomes (COs)
On completion of the course the students will be able to:
CO1: Explain the concept, nature, scope, issues and challenges of ECCE.
CO2: Understand concept, intervening programmes, challenges, equity and equality concerns of UEE and community school.
CO3: Describe the Indian schools of philosophy with its branches and contemporary theories of education.
CO4: Explain the present status of secondary and higher secondary education; issues and challenges, intervening programmes, role of SMDC, examination reforms, learner based education and vocationalization issues.
CO5: Critically reflect upon the higher education and teacher education with reference to issues and challenges, intervening programmes, and NCF for 2009.

UNIT1:Pre-schoolandElementarySchoolEducation

(i) Meaning,natureandimportanceofECCE,problemsandissueswithregardtoECCE

(ii) UniversalizationofElementaryEducation:

effortstoachieveUEE,SSA(iii)Problems and issues

inimplementingRighttoEducation Act2009.

(iv) Problemsandissuesinbringingthecommunitytoschool,roleofSMC

(v) Problemsin ensuringequityandqualityofelementaryeducation

UNIT 2:SecondaryandHigherSecondaryEducation

(i) RashtriyaMadhyamikShiksha Abhiyan (RMSA) andensuring secondary
educationforall.

(ii) RoleofSchoolManagementandDevelopmentCommittee(SMDC)

(iii) Shiftingtheteachinglearningprocessfromteachercenteredtolearnercenteredan
dactivitybasedclassroom–problemsandissues

(iv) Problemsandissueswithregardto
vocationalisationofsecondaryandhighersecondaryeducation

(v) Examinationreforms atthesecondarylevel

(vi) WideningtheaccesstosecondaryeducationthroughNationalOpenSchool

UNIT3:HigherEducationandTeacherEducation

(i) ChallengesinHighereducation-expansion, qualityandinclusion

(ii) RoleofRUSAandNAACforqualityassuranceinHighereducation

(iii)Highereducationthroughopenanddistancelearningmode

(iv) Elementarylevelpre-serviceteachereducation-
problems,issuesandreformswithreferencetoNationalCurriculumFrameworkf
orTeacherEducation-2009

(v) Secondary level pre-service teacher education- problems, issues and
reforms
withreferencetoNationalCurriculumFrameworkforTeacherEducation-2009

UNIT4:EmergingConcerns

I. Examinationsystem:defectsandreformsformakingexaminationsystemflexible(internalasse
ssment andsemestersystem,grading,openbookexamination,online**examination)**

Ⅱ. ChoiceBasedCreditsSystem
(CBCS):Concept,LearningObjectives,importance,problemsandissues.

Ⅲ. HumanRightsEducation:Concept,LearningObjectives,importance,problems
andissues.

Ⅳ. Life-SkillEducation:Concept,LearningObjectives,importance,problemsandissues.

V. PeaceEducation:Concept,LearningObjectives,importance,problemsandissues.

PRACTICAL

- Studyofperception ofStakeholder'sofEducationonanyofthecurrentissuesbasedonPassDSE-1andconcerns,andreporting.

NB:ItwillbeevaluatedbothbytheInternalandExternalExaminers.

TextBooks

- Kumar,Chanchal&Sachedeva,M.S.(2017).*VisionofSecondaryEducationInIndiain the context of 21st century*. Twentyfirst Century Publications; First Edition edition(2015)
- Pathak,K.R.(2007).*EducationintheEmerging*India.NewDelhi:AtlanticPublishers**.**
- Saxena, V. (2011). *Contemporary trends in education: A handbookfor educators*.NewDelhi:Pearson.

ReferenceBooks

- Broudy,H.S.(1977)*Typesofknowledgeandpurposesofeducation*.InR.C.Anderson, R.J., Spiro and W.E. Montanaque (Eds.) Schooling and the acquisition ofknowledge(PP.Hillsdale,NJ:Erlbaum.
- Bruner, J.S. (1996). *The culture of education*. Cambridge, M.A.: Harvard UniversityPress.
- Butchvarov, P. (1970). *The concept of knowledge*. Evanston, Illinois, North WesternUniversityPress.
- DeardenR.F.(1984).*TheoryandpracticeinEducation*.RoutledgeKKegan&Paul.
- Delors,Jacques,etal;(1996).*Learning:theTreasurewithinreportoftheinternationalc ommissiononeducationfor21stcentury*,UNESCO.
- Illich, I. (1996).*Deschoolingsociety*.MarionBoyers,London.
- Matheson,David (2004).*An Introduction to the study of education* (2 Ed.). DavidFultonPublish.
- MHRD(2008).*FrameworkforimplementationofRashtriyaMadhyamikShikshaAbhi yan: A scheme for universalisation of access to and improvement of quality at thesecondarystage.* NewDelhi:Departmentof SchoolEducationandLiteracy.
- MHRD (2011). *Sarva Shiksha Abhiyan: Framework for implementation based on theRightofChildrentoFreeandCompulsoryEducationAct,2009*.NewDelhi:Depart mentof SchoolEducationandLiteracy.
- MHRD,(1992).*Programmeofaction*.Govt.ofIndia,NewDelhi.
- MHRD,Gov.ofIndia(1992).*Nationalpolicyon*

education(revised)NewDelhi:MHRD.

- MinistryofLawandJustice(2009).*RighttoeducationAct2009*.NewDelhi:GovtofIndia.
- Naik, J.P. (1975). *Equality, quality and quantity: The elusive triangle of Indianeducation.*AlliedPublications,Bombay.
- NCERT(2005).*Nationalcurriculumframework2005*.NewDelhi:NCERT.
- NCERT(2005).*National curriculumframework*,NewDelhi:NCERT.
- Slatterry, P. and Dana R. (2002). *Ethics and the foundations of education-TeachingConvictionsinapostmodernworld*.Allyn&Bacon.
- UN(2015).*Thesustainabledevelopmentgoals(SDGs)–UNDP*.UnitedNations
- UNESCO(1998).*Educatingforasustainablefuture:Atransdisciplinaryvisionforconcertedaction*.Paris:UNESCO.
- UNICEF(2000).*Definingqualityineducation*.NewYork:ProgrammeDivision(Education),Unicef.
- Wall, Edmund(2001).*Educationaltheory:philosophicalandpoliticalPerspectives*.PrometheusBooks.
- WHO(1991).*Comprehensiveschool healthprogramme*.NewDelhi:World Health Organization Regional Office.
- Winch,C.(1996).*Keyconceptsinthephilosophyofeducation*.Routledge.
- Yadav, M.S.& Lakshmi,T.K.S.(1995).Education:Itsdisciplinaryidentity. *JournalofIndianEducation,* XXI(*1*),01-21.

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	4	5	4	2	5	5	4	4
CO2	4	4	4	5	5	4	4	4	4	4
CO3	5	5	5	4	4	5	5	5	5	5
CO4	5	4	4	4	5	4	5	4	4	2
CO5	4	2	5	5	4	5	4	5	5	5

Discipline Specific Elective Paper II

EDUCATIONAL ASSESSMENT AND EVALUATION

Course Outcomes (COs)

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

CO1: Describe the paradigm shift approaches of assessment from behavioristic to constructivist approach.

CO2: Distinguish among measurement, assessment and evaluation.

CO3: Explain different characteristics of tests.

CO4: Use wide range of assessment tools, and techniques and construct these appropriately.

CO5: Calculate item difficulty and discrimination of a test item.

UNIT 1: Assessment and Evaluation in Education

(i) Understanding the meaning and purpose of test, measurement, assessment and evaluation

(ii) Scales of measurement-nominal, ordinal, interval and ratio

(iii) Types of test- teacher made and standardized

(iv) Approaches to evaluation-placement, formative, diagnostic and summative

(v) Types of evaluation-norm referenced and criterion referenced

(vi) Concept and nature of continuous and compressive evaluation

UNIT2:InstructionalLearningObjectives

(iv) Taxonomy of Instructional Learning Objectives with special reference to cognitive domain

(v) Criteria of selecting appropriate Learning Objectives, and stating of general and specific instructional Learning Objectives

(vi) Relationship of evaluation procedure with Learning Objectives

(vii) Difference between objective based, objective type test and objective based essay type test

UNIT3:ToolsandTechniquesofAssessmentandconstructionofTest

(i) Steps of test construction: planning, preparing, trying out and evaluation

(ii) Principles of construction of objective type test items-matching, multiple choice, completion and true–false

(iii) Principles of construction of essay type test

(iv) Non-standardized tools: Observation schedule, interview schedule, rating scale, checklist, portfolio and rubrics.

UNIT4:Characteristics ofaGoodTest

(i) Validity-concept, types and methods of validation

(ii) Reliability- concept and methods of estimating
reliability

(iii) Objectivity-concept and methods of estimating
objectivity

(iv) Usability- concept and factors ensuring usability

PRACTICAL

- Construction of Unit test on a school subject based on blueprint and
reporting.
- NB: It will be evaluated by both Internal and External examiners.

TextBooks

- Aggrawal, J.C. (1997). *Essentials of examination system, evaluation, tests andmeasurement*.NewDelhi:VikasPublishingHousePvtLtd.
- Goswami, M. (2011). *Measurement and evaluation in psychology and education*.Hyderabad:NeelkamalPublishers
  Gronlund,N.E.(2003). *AssessmentofstudentAchievement*.Boston:Allyn&Bacon
- Singh, A.K. (2016). *Tests, measurements and research methods in behavioural sciences*.NewDelhi:BharatiBhawanPublishers.

ReferenceBooks

- Anastasi, A.(1976).Psychologicaltesting. NewYork:MacmillanPublishingCo.
- Anderson, L.W.(2003).Classroomassessment:Enhancingthequalityofteacherdecision making.
- Banks,S.R.(2005).*Classroom assessment: issues and PRACTICES*.Boston: Allyn&Bacon.
- Blooms, B.S.(1956). *Taxonomy of educational Learning Objectives*. New York:LongmanGreenandCompany
- Cohen,R.J.,Swerdlik,M.E.,&Phillips,S.M.(1996). *Psychological testingandassessment. an introduction to the tests and measurement*. California: MayfieldPublishingCo.
- Earl,L.M.(2006).*Assessment aslearning:usingclassroomassessmenttomaximizestudentlearning*.Thousand Oaks,California:CorwinPress
- Hopkins,KD.(1998). *Educational andpsychologicalmeasurement andevaluation.* Boston:AllynandBacon.
- Linn,R.L.&Gronlund,N.E.(2000). *Measurementand assessmentinteaching.* London:MerrillPrenticeHall.
- Macmillan, J.H. (1997). *Classroom assessment, principles and practice for*

*effectiveinstruction.*Boston:AllynandBacon

- Mohan, R. (2016). *Measurement evaluation and assessment in education*. Delhi: PHILearningPvt.Ltd.
- National Council of Educational Research and Training (2006). *Position paper:ExaminationReforms.*NewDelhi:NCERT
- Noll, N.H.S   cannell, D.P. & Craig, RC. (1979). *Introduction to educational measurement.* Boston:HoughtonMiffin.

•**Mapping of Course Outcomes with the programmes outcomes:**

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	5	5	4	5	4	4	5	4	5
CO2	5	4	5	5	4	4	2	4	5	4
CO3	5	4	4	2	5	5	5	5	5	5
CO4	4	2	4	4	5	4	4	2	5	4
CO5	4	5	2	5	4	4	2	5	4	4

- Note related: 1
- From What Related: 2
- Nutral: 3
- Moderately Related: 4
- Highly Related: 5

HOD, EDUCATION

DEPARTMENT OF EDUCATION
SYLLABUS OF PG PROGRAMME (M.A.)

RAMA DEVI WOMEN'S UNIVERSITY
Vidya Vihar, Bhubaneswar-751022, Odisha
Website: https://rdwu.ac.in

PROFESSIONAL ETHICS	GENDER	HUMAN VALUES	ENVIRONMENT	SUSTAINABILITY

SYLLABUS FOR POST GRADUATE COURSE IN

EDUCATION

(Master of Arts Examination)

RAMA DEVI WOMEN'S UNIVERSITY VIDYA VIHAR, BHUBANESWAR-22

UNDER CHOICE BASED CREDIT SYSTEM

Controller of Examination
R.D. Women's University
Bhubaneswar

CONTENTS

SYLLABUS STRUCTURE

S.N.	Course Name/ Type	Course Code	Course Title	Credits	Marks			Page No.
					Mid-Sem.	End-Sem.	Total	
			Semester-I					
1	Hard Core	HC-101	Philosophical and Sociological Perspectives of Education	5	30	70	100	
2	Hard Core	HC-102	Advanced Educational Psychology	5	30	70	100	
3	Hard Core	HC-103	Emerging Trends and Issues in Education	5	30	70	100	
4	Hard Core	HC-104	**Practical:** Project on Education and Community Activities	5	30	70	100	
5	Allied Core	AC-101	Computer Applications in Teaching learning *(Common to all P.G. students)*	3	10+10 =20	30	50	
Total Papers in Sem-I: 5				**23**	**140**	**310**	**450**	
			Semester-II					
6	Hard Core	HC-201	Educational Research- Quantitative Perspective and Statistics	5	30	70	100	
7	Hard Core	HC-202	Curriculum Development	5	30	70	100	
8	Hard Core	HC-203	Assessment and Evaluation in Education	5	30	70	100	
9	Hard Core	HC-204	**Practical:** Academic Technical Writing and Seminar Presentation	5	30	70	100	
10	Core Elective	CE-201	Any One a. Pedagogy of English b. Pedagogy of Odia c. Pedagogy of Social Science	5	30	70	100	
11	Open Elective	OE-201	Pedagogical Perspectives in Education *(Open for other P.G. Students)* Or MOOCs (from SWAYAM/NPTEL etc.)	4	--	50	50	
Total Papers in Sem-II: 6				**29**	**150**	**400**	**550**	

S. N.	Course Name/ Type	Course Code	Course Title	Credits	Marks			Page No.
					Mid-Sem.	End-Sem.	Total	
Semester-III								
12	Hard Core	HC-301	Educational Research- Qualitative Perspective	5	30	70	100	
13	Hard Core	HC-302	ICT in Education	5	30	70	100	
14	Hard Core	HC-303	**Practical**: Research Proposal, Review of Related Literature and Tools	5	30	70	100	
15	Core Elective	CE-301	Any One a. Inclusive Education b. Early Childhood Care and Education c. Women Education	5	30	70	100	
16	Core Elective	CE-302	Any One a. Educational Management b. Teacher Education c. Open and Distance Learning	5	30	70	100	
17	Field Internship	FI-201	Field Internship in Education	3	--	50	50	
**Total Papers in Sem-III: 6**				28	150	400	550	
Semester-IV								
18	Hard Core	HC-401	Historical Bases of Education	5	30	70	100	
19	Hard Core	HC-402	**Practical:** Self-Development	5	30	70	100	
20	Hard Core	HC-403	**Dissertation** *(Conducting Research and Report Writing)*	5	--	100	100	
21	Core Elective	CE-401	Any One a) Comparative Education b) Peace and Human Rights Education c) Guidance and Counselling in Education	5	30	70	100	
22	Allied Core	AC-401	Women and Society *(Common to all P.G. students)*	3	15	35	50	
**Total Papers in Sem.-IV: 5**				23	105	345	450	
**Grand Total Papers in Four Semesters: 22**				103	580	1420	2000	

Summary

HC-Hard Core	14 x 100	1400
CE-Core Elective	4 x 100	400
OE-Open Elective	1 x 50	50
AC-Allied Core	2 x 50	100
FI-Field Internship	1 x 50	50
Total Marks:		2000

Summary

Semester	Credits	Total Marks
Sem-I	23	450
Sem-II	29	550
Sem-III	28	550
Sem-IV	23	450
TOTAL	103	2000

Practical Courses

Semester	Course Code	Course Title
Sem-I	HC-104	**Practical:** Project on Education and Community Activities
Sem-II	HC-204	**Practical:** Academic Technical Writing and Seminar Presentation
Sem-III	HC-303	**Practical:** Research Proposal, Review of Related Literature and Tools
Sem-IV	HC-402	**Practical:** Self Development

P.G. DEPARTMENT OF EDUCATION
PROGRAMME OUTCOMES (POs) OF M.A. IN EDUCATION

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

PO1: Holistic development of students to create responsible citizenry through social, moral, cultural, ethical and professional code of conduct.

PO2: Pursue advanced research by applying critical thinking and analytical reasoning in the field of education.

PO3: Develop managerial, analytical, communicative, creative, employability and strategic skills to meet the ever changing challenges of the global scenario.

PO4: Produce students as global citizenship through quality education.

PO5: Application of ICT and Digital tools in the field of education.

PO6: Familiarise students with dynamic organizational culture, managerial skills and leadership qualities.

PO7: Proficiency with the ability to qualify personal, professional, life skill and competitive examinations.

PO8: Describe and differentiate the process and different models of curriculum development.

PO9: Enumerate the importance of higher education and analyze various problems and issues for ensuring quality in higher education.

PO10: Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transactions.

HoD, Education

P.G. DEPARTMENT OF EDUCATION

PROGRAMME SPECIFIC OUTCOMES (PSOs) OF M.A. IN EDUCATION

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

PSO1: Students can go further professional courses like B.Ed., M.Ed., B.P.Ed., M.P.Ed., Ph.D., Distance education, Adult education and Population education etc.

PSO2: Acquired passion for multidisciplinary research in the field of Sociology, Psychology, Philosophy, History, Economics and Political Science etc.

PSO3: Acquired practical knowledge and skills from various field works, internship, research projects, community activities, formal and non-formal interactive sessions.

PSO4: Develop new dimensions of knowledge by opting different open and discipline specific electives to meet the needs of the present society.

HoD, Education

SEMESTER-I

Course Type: **HARD CORE**

Course Code: **HC-101 (Theory)**

Course Title: **PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

Credits: 5	MidSem.: 30Marks	EndSem.:70Marks	FullMarks:100	Total Hours:75

L	T	P	Credits
5	0	0	5

Course Outcomes (COs)

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

CO1: Establish relationship between Philosophy and education.

CO2: Understand common characteristics of Indian Philosophy and western schools of philosophy.

CO3: Describe the Indian schools of philosophy with its branches and contemporary theories of education.

CO4: Appreciate the contribution of great thinkers to the field of education at national, international and local levels.

CO5: Explain the relationship between sociology and education and the role of education in socialization process.

Course Contents

Unit-I: Philosophy and Education (CLO1, CLO2)   15 Hours

- Relationship between Philosophy and Education

- Common characteristics of Indian Philosophy: comparison of Eastern and Western Philosophy

- Contribution of Western schools of thoughts: Idealism, Realism, Naturalism, Pragmatism, Existentialism and their contribution to Education with special reference to knowledge, reality and values.

Unit-II: Indian SchoolsofPhilosophyandContemporarytheories (CLO3)   15Hours

- Indian Schools of Philosophy: Sankhya, Vedanta, Buddhism with reference to Metaphysics, Epistemology and Axiology and their educational implications.

- Contemporary theories of education: Perennialism, Essentialism, Progressivism.

- Modern concepts of Philosophical Analysis, Logical Analysis, Logical Empiricism, and Positive Relativism.

Unit-III: Contributions of Great Thinkers (CLO4)   **15 Hours**

- Contributions of Aurobindo, Mahatma Gandhi, J. Krishnamurthy with reference to their Philosophical orientation, Aims of education, Method of Teaching, role of Teacher and Student.

- Contributions of John Dewey, Paulo Freire and Ivan Illich with reference to their Philosophical orientation, Aims of education, Method of Teaching, role of Teacher and Student.

- Education and Social reforms of Pandit Gopabandhu Das and Maa Rama Devi.

Unit-IV: Sociology of Education (CLO5)   **15 Hours**

- Relationship between Education and Sociology. Education as a factor of social change.

- Education and Socialization: Role of Family, Society, School, Religion, Culture. Social Mobility and Social Stratification.

- Multiculturalism and Multilingualism.

Unit-V: Approaches and Theories in Sociology of Education (CLO6)   **15 Hours**

- Approaches to Sociology of Education: Symbolic Interaction, Structural Functionalism and Conflict Theory.

- Concept and Theories of Social Movements: Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory.

- Constitutional values with reference to education- Socialism, Secularism, Justice, Liberty, Democracy, Equality and Freedom.

CourseTransactionMode

Lecture, Seminar, TeamTeaching, Dialogue, PeerGroupDiscussion, Collaborative and Cooperative Learning, Field Trip

---

Books Recommended for Philosophy of Education

Aggarwal, J.C. (2013). Basic ideas in education. New Delhi: Shipra Publications Bigge, Morris, L. Education al philosophies for teachers. Columbus, USA: Charies E. Merril Publishing Co.

Broudy, H.S. (1977). Types of knowledge and purposes of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (Eds.) Schooling and the acquisition of knowledge (PP. Hillsdale, NJ: Erlbaum.

Brubacher, John. S., Modern philosophies of education. New York, USA: McGraw Hill Book Company. Inc.

ButlerJ.Donald,FourPhilosophiesandtheirpracticesinEducationandReligion.   NewYork,USA: Harper& Row.

Dewey, J. (1916/1977):Democracy and Education: An introduction to the philosophyofeducation. NewYork: Macmillan.

Gutek, Gerald L. (2009). New perspectives on philosophy and education. New Jersy,USA:Pearson.

Kneller,GeorgeF.Introductiontophilosophyofeducation.NewYork,USA:JohnWileyand Sons,Inc.

Matheson,David(2004).AnIntroductiontothestudyofeducation(2ndEd.).DavidFulton Publish.

Noddings,N.(2012).Philosophyofeducation(ThirdEdition).Colarado,USA:WestviewPress.

Ozman,HowardA.,&Craver,SamuelM.,Philosophicalfoundationsofeducation.   Boston,USA:Allyn& Bacon.

Palmer,JoyA,(2001).Fiftymodernthinkersoneducation:FromPiagettothepresentDay.Routledge Flamer.London. USA. Canada.

Ravi,Samuel.S.(2015).AComprehensive StudyofEducation.Delhi:PHI LearningPvt. Ltd.

Ross,JamesS.(--)Groundworkofeducationaltheory.London,U.K:OxfordUniversity   ofLondon Press Ltd.

Rusk,RobertR.,Philosophicalbasesofeducation,London,U.K:OxfordUniversityofLondon Press Ltd.

Saiyadain,K.G.Education andsocialorder.Bombay:Asia PublishingHouse,.

Taneja,V.R.(2000).Educationalthoughtandpractice.NewDelhi:Sterling   Publishers.

Wall,E. (2001).Educationaltheory:philosophicalandpoliticalPerspectives. Prometheus Books.

Winch,C.(1986).Philosophyof humanlearning,Routledge, London.

Winch,C.(1stEd. (1996).Key Conceptsin the philosophy of education. Routledge.

Wingo,G. Max. (nd).Philosophies ofeducation. NewDelhi:Sterling Publishers.

BooksRecommended forSociology ofEducation

Anand,C.L.et.al.(Ed.)(1983).TeacherandeducationinemerginginIndiansociety.   NewDelhi:NCERT.

Apple,M.W.(2007). Whosemarkets,whose knowledge?InSadovnik,A.R.(Ed.) Sociologyof education acritical reader. NewYork: Routledge.

Collins,   R.   (2007).   Functional   and   conflict   theories   of   educational   stratification. InSadovnik,A.R.(Ed.)Sociologyofeducationacriticalreader.NewYork:Routledge.

Coser, L.A. (1996). Masters of sociological thoughts ideas in historical and socialcontext. Jaipur: RawatPub.

Delor,J.(1996).Learning:Thetreasurewithin-reporttoUNESCOoftheinternational   commission.Paris: UNESCO.

Deshpande,   S.   (2004).   Contemporary   India: A   sociological   view.   New   Delhi: PenguinGore,M.S.,Desai,I.P.andChitnis,S.(Eds.).(1967).Thesociologyofeducationin

India.NewDelhi:NationalCouncilof Educational Researchand Training.

Hughes, John A., Martin, Peter J. and Sharrock, W. W. (1995). Understanding classicalsociology-Marx, Durkheim and Weber.London: Sage.

Illich, I. (1996).Deschoolingsociety.MarionBoyers,London.

Kumar,K.andOesterheld,J.(Eds.)(1995).EducationandsocialchangeinSouthAsia.   NewDelhi: OrientLongman.

Mathur,S.S.(2000).AsociologicalapproachtoIndianeducation.Agra:VinodPustakMandir

MinistryofEducation(1966).Educationandnationaldevelopment.Reportoftheeducationcommission 1964-66. NewDelhi:MHRD.

Sadovnik,A.R.(2007).Theoryandresearchinsociologyofeducation.InSadovnik,

A.R.   (Ed.).   Sociology   of   education   a   critical   reader.   New   York: Routledge.Saiyadain,K.G.Educationand socialorder. Bombay: AsiaPublishing House.

Sharma,Y.S.(2004).Foundationsinsociologyofeducation,NewDelhi:anishkaPub.Distributors.

Shukla,S.andKumar,K.(Eds.)(1985).Sociologicalperspectivesineducation:areader.Delhi:ChanakyaPu blications, 1985.

Srinivas, M.N. (1995). Social change in modern India. New Delhi: Orient Longman.Tedesco,J.C. (1997).Thinkers on education (V-1-4). Paris:UNESCO

Mapping of Course Outcomes with the Program outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	4	2	4	5	5	4	5
CO2	4	4	2	4	5	4	5	4	2	5
CO3	4	5	5	4	5	5	4	5	5	4
CO4	5	4	4	5	4	5	4	5	2	5
CO5	5	5	4	4	4	4	5	4	4	5

- Note related: 1
- From What Related: 2
- Nutral: 3
- Moderately Related: 4
- Highly Related: 5

HOD, EDUCATION

Course Type: **HARD CORE**

Course Code: **HC-102 (Theory)**

Course Title: **ADVANCED EDUCATIONAL PSYCHOLOGY**

Credits: 5	Mid Sem.: 30	End Sem.: 70	Full Marks: 100	Total Hours: 75

L	T	P	Credits
5	0	0	5

Course Outcomes (COs)

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

CO1: Understand the concept and key principles of different schools of psychology.

CO2: Describe the contribution of different schools of psychology to education.

CO3:Develop critical ideas on various theories of learning and processes of learning with their educational implications.

CO4: Explain the concept and theories of motivation.

CO5: Develop insight into the theories and measurement of intelligence and creativity.

Course Contents

Unit-I: **Schools of Psychology and Learner Development (CLO1, CLO2)   15 hours**

- Concept of Educational psychology and methods to understand learners: Observation, Experimental method and Case Study.

- Schools of Psychology: Behaviorism, Cognitivism and Constructivism.

- Learner Development: Piaget's Cognitive Development, Vygotsky's Socio-Cultural Development, Erickson's Psycho-social Development and Kohlberg's Moral Development. Educational Implications of these theories.

Unit-II: Learning Theories and Processes (CLO3)   15 hours

- Concept of Learning, nature and types of learning. Learning and Maturation. Factors affecting learning.

- Theories of Learning: Thorndike's Connectionism, Pavlov's Classical Conditioning, Skinner's Operant Conditioning.

- Processes of Learning: Ausubel's Theory of Meaningful Verbal Learning, Bruner's Theory of Instruction, Gagne's Hierarchy of Learning, Bandura's Social Learning Theory.

Unit-III: Motivation and Transfer of Learning (CLO4)   15 hours

- Motivation: Concept and Types- Need, Drive and Incentive.

- Maslow's Hierarchy of Needs and educational Implications.

- Transfer of Learning: Concept, theories and their educational Implications

Unit-IV: Intelligence and Creativity (CLO5)   15 hours

- Concept, nature and Factor theories of intelligence. Assessment of Intelligence-Verbal and Non-verbal tests, Individual and Group Tests, Culture-free, culture-faire and Culture specific tests.

- Gardener's theory of Multiple Intelligence. Emotional and Spiritual intelligence and its measurement.

- Creativity: Concept, Characteristics, Stages and its measurement.

Unit- V: Personality and Adjustment (CLO6)   15 hours

- Concept of Personality, Self-concept and Self Esteem.

- Theories of Personality: Type, Trait and Psychoanalytic theories with their educational implications. Assessment of personality.

- Mental health, Conflict Management, Adjustment Mechanism and its educational implications

---

Mode of Transaction

Discussion, Seminar, Team-Teaching, Dialogue, Peer Learning, Self-Learning, Collaborative and Cooperative Learning and Brain Storming.

Books/Documents Recommended

Attri, A.K. (2015). Psychology of development and learning. New Delhi: APH Publishing Corporation.

Bernard, P.H. (1970). Mental Health in the class room. New York: McGraw Hill.

Biehier, R.F. & Snowman, J., (1997). Psychology applied to teaching. New York: Houghton MIflin.

Bigge, M.L., Psychological foundations of education, Harper and Row, New York,1985.

Chauhan, S.S. (1978). Advanced educational psychology. New Delhi: Vikas Publishing House.

Dececco, J.P. & Crawford, W.R. (1997). Psychology of learning and institution. New Delhi: Prentice Half of India.

Good, T. (1990). Educational psychology. Longman, New York, 1990.

Lindgren, H.C. (1980). Educational psychology in the classroom. New York: Oxford University Press.

Mangal, S.K. (2002). Advanced educational psychology. New Delhi: Prentice Hall of India.

Mouly, G.J. (1982). Psychology for teaching. Allyn & Bacon, Boston.

Rothstein, P.R. (1990). Educational psychology. New York: McGraw Hill.

Salvin, R, (1990). Educational psychology: theory into practice, N.J.: Prentice Hall, Englewood Cliffs,

Sprint hall, RC. & Sprint hall, NA, (1990). Educational psychology, development approach, New York: McGraw Hill.

Woolfolk, A. (2015). Educational psychology (9th Ed.). New Delhi: Pearson Publication.

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	5	2	5	5	5	4	4	2	4
CO2	5	2	4	4	5	4	4	5	5	4
CO3	5	5	5	5	4	5	2	4	2	5
CO4	4	5	4	4	4	4	5	4	5	5
CO5	4	4	5	4	5	4	4	5	5	4

Course Type: **HARD CORE**

Course Code: **HC-103**

Course Title: **EMERGING TRENDS AND ISSUES IN EDUCATION**

Credits: 5	Mid Sem.: 30	End Sem.: 70	Full Marks: 100	Total Hours: 75

Course Outcomes (COs):

On the completion of the course the students will be able to;

CO1: Understand the trends and issues in ECCE and Elementary school education.
CO2: Analyze the roles of various Government sponsored initiatives in secondary education.
CO3: Reflect upon scope and problems of Vocationalisation of secondary education.
CO4: Develop critical ideas on different current policies and practices in higher education.

CO5: Examine role and functions of various bodies for ensuring quality higher education.

Course Contents

Unit-I: Trends and Issues in Elementary Education (CLO1)   15 Hours

- ECCE and Elementary school Education: Its status and problems.

- Issues of universalization of elementary education with reference to school dropout, retention, attendance and disparities in enrolment and achievement across different social groups. Role of School Management Committee.

- Interventions for achieving UEE: MDM Programme, RTE Act. 2009, National program of education of girls at elementary level.

Unit-II: Trends and Issues in Secondary Education (CLO2, CLO3)   15 Hours

- Secondary school education: its status, problems.

- Role of various Government sponsored initiatives in secondary education: School Management and Development Committee (SMDC) and Rastriya Madhyamik Shiksha Abhiyan (RMSA)-issues of implementation and success of these programmes.

- Vocationalisation of School education: Scope and Problems

Unit-III: Trends and Issues in Higher Education (CLO4, CLO5)   15 Hours

- Higher education: its status and problems.

- Policy perspectives in higher education -RUSA: its objectives and implementation. Issues of access, equity, quality and excellence in higher education.

- Role and functions of NAAC, NIRF, UGC, NCTE, RCI, NIEPA, ICSSR and AICTE for ensuring quality higher education.

Unit-IV: Emerging Trends and Concerns-I (CLO6, CLO7)   15 Hours

- National Education Policy-2020.

- Liberalization, Privatization and Globalization in education.

- Language and medium of instructions: multi-lingualism and multi-culturalism. Policies of inclusion -women, minorities, differently abled, SCs and STs.

Unit-V: Emerging Trends and Concerns-II (CLO6, CLO7)   15 Hours

- Sustainable Development: Concept and Goals- 2030 Agenda.

- Intellectual Property Protection (IPP) and Intellectual Property Rights (IPR)

- Life-Skills Education: Concept, Importance, Components.

Course Transaction Mode

Group discussion, Lecturer method, Seminar, Team-Teaching, Dialogue, Peer Learning, Self-Learning, Collaborative and Cooperative Learning

---

Books/Documents Recommended

Brocke-Utne, B. (1985) Educating for peace: A feminist perspective. New York: Pergamon Press.

Broudy, H.S. (1977) Types of knowledge and purposes of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (Eds.) Schooling and the acquisition of knowledge (PP. Hillsdale, NJ: Erlbaum.

Bruner, J.S. (1996). The culture of education. Cambridge, M.A.: Harvard University Press.

Butchvarov, P. (1970). The concept of knowledge. Evanston, Illinois, North Western University Press.

Dearden R. F. (1984). Theory and practice in Education. Routledge K Kegan & Paul.

Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21stcentury, UNESCO.

Harris, I. & Morrison, M. (2003). Peace Education. New York: McFarland & Co.

Illich, I. (1996). Deschooling society. Marion Boyers, London.

Johnson, D. W. & Johnson, R. T. (1991). Teaching students to be peace makers. Edina, MN: Interaction Book Company.

Kumar, R. (2014). Elementary education in India. New Delhi: Atlantic Publishers and

Matheson, David (2004). An Introduction to the study of education (2Ed.). David Fulton Publish.

MHRD (2008). Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A scheme for universalisation of access to and improvement of quality at the secondary stage. New Delhi: Department of School Education and Literacy.

MHRD (2011). Sarva Shiksha Abhiyan: Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009. New Delhi: Department of School Education and Literacy.

MHRD, Govt. of India. (2012). Vision of Teacher Education in India: Quality and Regulatory Perspective. Volume 1 & 3. New Delhi.

Ministry of Law and Justice (2009). Right to education Act 2009. New Delhi: Govt of India.

MoE, Gov. of India (2020). National education policy 2020. New Delhi.

Naik, J.P. (1975). Equality, quality and quantity: The elusive triangle of Indian education. Allied Publications, Bombay.

NCERT (2005). National curriculum framework 2005. New Delhi: NCERT.

NCERT (2005). National curriculum framework, New Delhi: NCERT.

Reardon, B. (1993). Women and peace: Feminist visions of global education. Albany, NY: State University of New York Press.

Slatterry, P. and Dana R. (2002). Ethics and the foundations of education-Teaching Convictions in a postmodern world. Allyn & Bacon.

Timpson, W. (2002). Teaching and learning peace. Madison, WI: Atwood Publishing.

UN (2015).The sustainable development goals (SDGs) – UNDP. United Nations

UNESCO (1998). Educating for a sustainable future: A transdisciplinary vision for concerted action. Paris: UNESCO.

UNICEF (2000). Defining quality in education. New York: Programme Division (Education), Unicef.

Wall, Edmund (2001). Educational theory: philosophical and political Perspectives. Prometheus Books.

Yadav, M. S. & Lakshmi, T. K. S. (1995). Education: Its disciplinary identity. Journal of Indian Education, XXI (1), 01-21.

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	2	4	5	5	4	5	4
CO2	4	4	2	5	4	2	5	2	5	4
CO3	5	4	4	5	5	5	4	4	4	5
CO4	5	5	4	4	4	4	5	5	5	4
CO5	4	5	5	4	5	4	5	2	5	4

Course Type: **HARD CORE**

Course Code: **HC-104 (Practical)**

Course Title: **PROJECT ON EDUCATION AND COMMUNITY ACTIVITIES**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
0	0	5	5

Course Outcomes (COs):

At the end of the course, the students will be able to:

CO1: Construct different psychological tests and their purpose of application.

CO2: Develop skills for the administration and interpretation of psychological tools.

CO3: Conduct case studies and surveys on various areas of education, various programs, practices and community resources.

CO4: Organise and participate in community awareness programmes and activities.

CO5: Explore opportunities for bringing improvement among special children.

Course Contents

Unit-I: Psychological Tests and Its administration-I (CLO1, CLO2, CLO6)

- Achievement Test and Administration, Analysis and Interpretation
- Intelligence Test and Administration, Analysis and Interpretation.
- Personality Test and Administration, Analysis and Interpretation

Unit-II: Psychological Tests and Its administration-II (CLO1, CLO2, CLO6)

- Construction of Aptitude Test and Administration, Analysis and Interpretation.
- Construction of Attitude Scale and Administration, Analysis and Interpretation.
- Construction of Interest Inventory and Administration, Analysis and Interpretation.

Unit-III: Conducting Case Study (CLO3, CLO5, CLO6)

- Conducting case study on any unique academic practice.
- Conducting case study on any academic institution.

- Conducting case study on Special Children.

Unit-IV: Conducting Survey (CLO3, CLO6)

- Survey of out of school children in a community and community resources and their utilization in school improvement.

- Survey on any intervening programme and practice.

- Survey of factors affecting women education.

Unit-V: Community activity (CLO4, CLO6)

- Organisation of and participation in any community awareness programmes.

- Conducting any community activity like plantation, blood donation camp, and health check-up.

- School-Community Interface: strategies for strengthening their inter-relationships, and their roles in building learning communities.

Action Plan for Mid-Semester (Total Marks: 30)*(Any two of the Following)*

1. Construction of an Achievement Test.

2. Construction of Attitude Scale.

3. Construction of Interest Inventory.

4. Construction of Aptitude Test.

Action Plan for End-Semester (Total Marks: 70)*(Any three of the following)*

1. Conducting a case study on any academic institution and submission of report.

2. Conducting case study on any two different Special Children and submission of report.

3. Conducting case study on any unique academic practice and submission of report.

4. Administration of any one Psychological Test (constructed during mid-sem), Analysis and Interpretation of Results and submission of report.

5. Visit to a centre of learning or educational NGO, preparation and submission of report.

6. Preparation of a blueprint on the different areas of possible school community interface and submission of report.

7. Survey of resources available in a school and the manner of their utilization and submission of report.

8. Analysis of a secondary level textbook from gender perspective.

9. Assessment of the existing monitoring mechanism at the secondary school level in the state, and submission of report with suggestions for improvement.

10. Appraisal of aims of education and curriculum proposed by one of the educational thinkers in the present socio -cultural context of India.

Evaluation Criteria

Mid-semester:			
1	Two Project Reports including viva-voce Examination (Internal)	30 Marks	To be evaluated by Internal Examiner
End-semester:			
1	Three Project Reports (Internal and External)	60 Marks	To be evaluated by both External and Internal Examiner
2	Viva-Voce Examination	10 Marks	To be evaluated by both External and Internal Examiner
	Total	100 Marks	

***

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	2	5	4	5	4	4	5	5
CO2	4	5	4	5	5	5	2	5	5	4
CO3	5	4	4	4	4	2	5	2	4	5
CO4	4	5	5	5	5	5	4	4	4	5
CO5	4	4	5	5	5	2	5	4	5	2

Course Type: **ALLIED CORE**

Course Code: **AC-101 (Theory +Practical)**

Course Title: **COMPUTER APPLICATIONS IN TEACHING LEARNING**

(Common for All P.G. students)

Credits: 03	Marks: 50	Mid-Sem 10 + Pract. 10 = 20 marks	End Sem: 30 Marks	Total Hours: 45

Course Outcomes (COs):

At the end of the course, the students will be able to:

CLO1: Learn basis of Basics of MS Windows. (Remembering)

CLO2: Demonstrate basic understanding of computer applications with reference to MS Windows, MS excel and MS PowerPoint. (Applying)

CLO3: Generate spreadsheets, charts and presentations. (Creating)

CLO4: Design personal, academic and business documents using MS Office. (Creating)

CLO5: Model the modes of development of self-learning materials and prepare different types of instructional material. (Applying)

Contents

Unit-I: Basics of Computer Applications (CLO1, CLO2, CLO3, and CLO4)   15 Hours

- Basics of MS Windows: Desktop, Recycle bin, My Computer, Documents, Pictures, Music, Videos, Task Bar and Control Panel. MS-Word and its features: Creating, Editing, Formatting and Printing of Documents, Inserting, Word Art, Page Numbers, Mail Merge.

- MS-Excel and its features: Creating a new worksheet, selecting cells, Entering and editing Text, Numbers, Inserting Rows/Columns, changing widths and heights of row and columns, Formulae, referencing cells, changing of font sizes and colors.

- MS-PowerPoint and its features: Creating, Inserting and Deleting Slides of a Presentation. Adding Pictures, Inserting Objects, Audio, Video, Custom Animation and Hyperlinking of documents.

Unit-II: E-learning and its applications (CLO5, CLO2, CLO3)   15 Hours

- Concept of e-learning, Approaches to e-learning: Offline, Online, Synchronous, Asynchronous, Blended learning and Mobile Learning. Security concerns related to interactive contents: Viewing, disabling and managing interactive content; securing the computer from viruses and other internet attacks.

- Creating and Sharing: (i) G-Suite: Gmail, Drive, Calendar, Meet, Chat, Doc, Sheet, Slides (ii) Surveying: SurveyMonkey, Google Forms, online spreadsheets (iii) Google Classroom: conducting classes, assessment and evaluation.

- Development of Self-Learning Materials (SLM) and e-content: Concept and its purposes, Conventional Teaching versus SLMs & e-content, Types of SLMs and e-content, Process of Developing SLMs and e-content, Content Organization, Integrating video and audio into SLMs.

Unit-III: Trends in Teaching Learning Practices (CLO6, CLO7, CLO8, CLO9, CLO10)   15 Hours

- Open Education Resources: Creative Common, Massive Open Online Courses; creating learners' E-portfolios; Accessing Online Repositories, Online Libraries and E-Resources.

- Artificial Intelligence: Concept and its applications in teaching learning practices. Introduction to SPSS and R, Latex.

- Plagiarism: Regulations, similarity index of the various documents like dissertations, theses etc. through plagiarism testing software (Mendeley, Zotero).

Transaction Mode

Workshop, ICT-Lab Learning, Lecture Method, Seminar, team teaching, tutoring, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

Books and Materials Recommended (Any other Books and Materials may be followed):

Creating learning materials for open and distance learning: A Handbook for Authors and Instructional Designers (2005). Commonwealth of Learning. Vancouver: Canada

Excel 2020 in easy steps-Michael Price – TMH publications

Foundations of Self-Learning Materials. http://wikieducator.org/Session_3.

Garrison, D.R. and Anderson, T. (2003). e-learning in the 21st century: a framework for research and practice. London: Routledge.

Haas, K.B. and Packer, H.Q. (1990): Preparation and use of audio-visual aids, 3rd Edition, Prentice Hall, Inc.

Jayaram, K and Dorababu, K.K. (2015). Self-learning materials in distance education system. International Journal of Current Research. Vol. 7, Issue, 10, pp.21929-21934.

Minnick, D.R. (1989). A guide to creating Self Learning Materials. International Rice Research Institute Los Baños, Laguna, Philippines.

MS Office 2007 in a Nutshell –Sanjay Saxena – Vikas Publishing House.

Murthy, CRK and Santosh Panda (2002). Report of the workshop on strategies for revision of self-learning materials, IGNOU, New Delhi. (Unpublished).

Oreyet.al. (2009). Educational media and technology. New York: Springer Science Business Media.

Rana, S. (1994): Open Learning in India, Commonwealth Publishers, New Delhi.

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

Rowntree, Derek (1986). Teaching through self-instruction, Kogan Page, London/Nichola Pub. Comp. New York.

Senapaty, H.K. (2009). ICT integrated learning materials on basic school subjects from constructivist perspectives. Bhubaneswar: Regional Institute of Education, NCERT.

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

Working in Microsoft Office – Ron Mansfield - TMH.

Mapping of Course Outcomes with the programs outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	4	5	5	5	2	5	4	5
CO2	5	5	4	5	4	2	5	4	5	5
CO3	5	5	2	4	4	4	4	5	4	4
CO4	4	4	5	2	5	5	5	4	5	5
CO5	5	4	5	2	5	5	4	2	5	4

SEMESTER-II

Course Type: **HARD CORE**

Course Code: **HC-201 (Theory)**

Course Title: **EDUCATIONAL RESEARCH: QUANTITATIVE PERSPECTIVE AND STATISTICS**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
5	0	0	5

Course Outcomes (COs)

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

CO1: Describe the concept, nature and scope of educational research.

CO2: Differentiate basic, applied and action research.

CO3: Conduct a literature search and develop a research proposal

CO4: Formulate hypotheses for their studies.

CO5: Explain various research designs for educational research.

Course Contents

Unit-I: Introduction to Educational Research (CLO1, CLO2, CLO3, and CLO4)   15 Hours

- Educational Research: Concept, Nature and Scope. Types- Basic, Applied and Action Research.

- Research Problem: Sources, Identifying and Defining; Review of Related Literature: Purpose and Sources. Sources of Data: Primary and Secondary.

- Hypothesis: Concept, Types, and its testing

Unit-II: Quantitative Research Designs (CLO5, CLO6)   **15 Hours**

- Survey, Causal Comparative and Correlational Designs: Purpose, Types and Process.

- Key Characteristics of Experimental Research, threats to internal and external validity in experimental research.

- Experimental Designs: Between-Group Designs and Within-Group or Individual Designs.

Unit-III: Population, Sampling, Proposal and Final Reporting. (CLO7, CLO8)   15 Hours

- Population and Sample- Defining population and sample. Probability and Non-Probability Sampling techniques.

- Tools for Data Collection: Tests, Inventories, Scales, Questionnaire, Interview Schedule, Observation Schedule.

- Preparation of Research Proposal. Procedure of writing of Research Report.

Unit-IV: Descriptive Statistics (CLO9)   **15 Hours**

- Measures of Central Tendency and Variability.

- Normal Probability Curve: Genesis, Characteristics and its application. Standard Scores- z-score and T-score.

- Coefficient of Correlations: Rank Difference, Product Moment, Bi-serial and Point Bi-serial; Partial and Multiple Correlation.

Unit-V: Inferential Statistics (CLO10)   **15 Hours**

- Concept of Parameter and Statistics. Sampling distribution and Standard Error. Errors in Testing of Hypothesis-Type I & Type II. Levels of Significance. Degrees of Freedom.

- Significance difference between two means- Independent & Correlated Samples. Non-parametric statistics: Chi-Square test, Sign Test and Median Test.

- Analysis of Variance (ANOVA)-One-way & Two-way, assumptions, computation and uses.

Course Transaction Mode

Workshop, Hands-on Training, Lecture method, Team-Teaching, Peer Learning, Self-Learning, Collaborative and Cooperative Learning, Lab-work, Use of Raosoft software for sample size calculation, Use of Statistical Package-SPSS.

Books Recommended for Educational Research

Ary, D., Jacobs, L. C., &Razavieh, A. (2002).Introduction to research in education (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning.

Best J.W. and Kahn, J. V. (2006). Research in education (9th Ed.) New Delhi: Pearson Education Inc.

Bhandarkar, P.L. and Wilkinson,T.S. (2010). Methodology and techniques of social research.Himalaya Publishing House, New Delhi.

Creswell, J.W. (2007). Qualitative inquiry and research design: choosing among five approaches. London: SAGE Publication.

Creswell, J.W. (2014). Educational research-planning, conducting and evaluating quantitative and qualitative research (4th Ed.). New Jersey, USA: Pearson Education Inc. (Indian Reprint available at PHI Learning Pvt. Ltd.)

Gay, L.R. (1990). Educational research-competencies for analysis and application (3rd Ed.), Macmillan Publishing Company, New York.

Kaul, L. (1984). Methodology of educational research. New Delhi: Vikas Publication

Kerlinger, F.N. (1973). Foundation of behavioral research. New York: Holt Rinehart & Winston.

Rao, U. (2007). Action research.Himalaya Publishing House, New Delhi.

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

Corey, S. M. (1953), Action research to improve school practice, New York: Teachers College Press

Johnson, B. & Christensen, L. (2008). Educational research: quantitative, qualitative, and mixed approaches. London: Sage Publication

McMillan, J.H. & Schumacher, S. (1989). Research in Education- a Conceptual Introduction. New York: Harper Collins.

Mertler, C.A. (2006). Action research: teachers as researchers in the classroom. London: Sage Publication.

Books Recommended for Educational Statistics

Aggarwal,Y.P.(2009). Statistical methods: concepts, application and computation. New Delhi: Sterling Publishers Pvt. Ltd**.**

Ferguson, G.A.(1971). Statistical analysis in psychology and education.Kogakusha, Tokyo: McGraw-Hill

Garrett, H.E. (1971). Statistics in psychology and education. New Delhi: Paragon International Publisher

Guilford, J.P. &Fruchter, B. (1981).Fundamental statistics in psychology and education. New York: McGraw Hill

Weblinks

http://www.raosoft.com/samplesize.html (for population and sampling)

http://vassarstats.net/ (for statistical calculations)

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	5	2	5	5	4	2	4	5	4
CO2	4	5	4	5	2	5	2	4	5	5
CO3	5	5	5	4	4	2	4	5	4	5
CO4	5	4	5	4	5	4	5	5	4	4
CO5	5	4	4	5	4	5	4	4	5	5

Course Type: **HARD CORE**

Course Code: **HC-202 (Theory)**

Course Title: **CURRICULUM DEVELOPMENT**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
5	0	0	5

Course Outcomes (COs)

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

CO1: Explain the concept and bases of curriculum development.

CO2: Critically examine role of different bodies for curriculum development**.**

CO3: Analyze the principles of curriculum development.

CO4: Describe types of curriculum designs and CBCS.

CO5: Differentiate models and changes of curriculum development.

Course Contents

Unit-I: Concept of Curriculum Development (CLO1, CLO2)   15 hours

- Concept, Principles and Components of curriculum. Strategies of Curriculum Development, Stages in the Process of Curriculum development.

- Bases of Curriculum Development: Philosophical, Sociological and Psychological Bases.

- Role of different bodies for Curriculum development- UGC, NCERT, NCTE, SCERT, Textbook Bureau, Central and State Universities.

Unit-II: Principles and types ofCurriculums. (CLO3, CLO4)   15 hours

- Principles for curriculum development: Activity centered, Community centered, forward-looking principle, Principles of integration, Balance, Relevance, flexibility, contextually and plurality.

- Types of Curriculum Designs: Subject centered, Learner centered, Experience centered, Problem centered, Core curriculum and Local specific curriculum.

- Choice Based Credit System and its implementation.

Unit-III: Models of Curriculum Development (CLO5)   15 hours

- Scientific Technical Models:

    a) Administrative Model (Deductive Model)
    b) Hilda Taba Model (Inductive Model/ Grassroots Model),
    c) Taylor Model

- Non- Scientific/Non-Technical/Humanistic Models:

    a) Glathorn's Naturalistic Model
    b) Weinstein and Fantini Model

- Curriculum Change: Concept and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of Stakeholders in curriculum change and improvement

Unit-IV: Process and Designing Curriculum (CLO6, CLO7)   15 hours

- Process of Curriculum development: Formulation of graduate attributes, course learning outcomes and mapping, content selection, organization of content and learning experiences, transaction process, evaluation and follow-up.

- Dimensions of curriculum design: Scope, Sequence, Continuity, Integration, Articulation and Balance. Designing integrated and interdisciplinary learning experiences.

- Designing Curriculum: Selection and Organization of learning experiences. Horizontal and vertical relationship among components of curriculum. Scope of curriculum research and Types of Research in Curriculum Studies.

Unit-V: Curriculum Evaluation (CLO8)   15 hours

- Curriculum evaluation; Concept and purpose. Types of curriculum evaluation: Formative and Summative.

- Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model.

- Tools and Techniques of Curriculum evaluation: Observation, Oral, Interview, Opinionnaire and Focus group discussion, rating scale etc.

Transaction Mode

Lecture, Seminar, team teaching, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning and Role play.

Books Recommended/Essential Readings:

Aggarwal, J.C (1990). Curriculum reform in India- world overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.

Arora, G.L. (1984). Reflections on curriculum. New Delhi: NCERT.

Beane, JA, Conrad, E.P. Jr. & Samuel JA, Jr. (1986). Curriculum planning and development.Allyn& Bacon, Boston.

Brady, L. (1995). Curriculum development.Prentice Hall.

Doll Ronald C. (1986). Curriculum improvement: decision making process. London, Allyon and Bacon Inc.

Marsh, C.J. & Willis, G. (1999). Curriculum - alternative approaches, ongoing issues, Merhill I Prentic Hall. York.

NCERT (1976). The curriculum for the ten-year school: A Framework. Reprint Edition, National Council of Educational Research and Training, New Delhi.

NCERT (1984).Curriculum and evaluation. NCERT, New Delhi.

NCERT (1988). National Curriculum for elementary and secondary education: A framework, Revised Edition, National Council of Educational Research and Training, New Delhi.

NCERT (2000).National Curriculum framework for School education. NCERT, New Delhi.

NCERT (2005).National curriculum framework-2005. NCERT, Sri AurobindoMarg, New Delhi.

Oliva, P.F. (2001). Developing the curriculum (Fifth Ed.). New York, NY: Longman

Ornstein, A.C. &Hunkins, E (1998).Curriculum.foundations, principles and issues. Allyn& Bacon, Boston.

Saylor, J.G. Alexander, W.M. & Lewis, A.J. (1981).Curriculum planning for better teaching for better teaching and learning, Hott, Rinehart & Winston, New York.

Tanner, D. & Tanner, L.N. (1980). Curriculum development.theory into practice. Macmillan New York.

Walker, D. (1990). Fundamentals of curriculum. Harcourt Brace Jovanovich, San Diego.

Zais, R.S. (1976). Curriculum: Principles and foundations. Harper & Row, New York.

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	4	4	5	2	5	2	5	5
CO2	5	4	4	2	5	4	4	4	4	4
CO3	5	5	4	4	4	5	5	5	5	2
CO4	5	4	5	4	2	5	5	5	4	4
CO5	4	4	5	2	4	4	5	4	5	4

Course Type: **HARD CORE**

Course Code: **HC-203 (Theory)**

Course Title: **ASSESSMENT AND EVALUATION IN EDUCATION**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
5	0	0	5

Course Outcomes (CLOs)

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

CLO1: Describe the paradigm shift approaches of assessment from behaviouristic to constructivist approach.

CLO2: Distinguish among measurement, assessment and evaluation.

CLO3: Explain different characteristics of tests.

CLO4: Use wide range of assessment tools, and techniques and construct these appropriately.

CLO5: Calculate item difficulty and discrimination of a test item.

Course Contents

Unit-I: Concepts of Measurement, **Assessment and Evaluation (CLO1, CLO2) 15 Hours**

- Measurement- Concept, Nature and Functions. Evaluation and Assessment in Education: Concept, process, and differences.

- Types of evaluation: Based on Performance (Maximum & Typical); based on Classroom Instruction (Placement, Formative, Diagnostic and Summative) and based on Interpretation of Results (Norm-referenced and Criterion-referenced).

- Paradigm shifts from Behavioristic to Constructivist: Assessment *of* Learning, Assessment

for Learning and Assessment *as* Learning.

Unit-II: Characteristics of Tests (CLO3) **15 Hours**

- Validity: Concept and nature, Considerations of validity- Face validity, Content validity, Construct validity, Criterion validity and Predictive validity. Factors influencing validity.

- Reliability: Concept and nature; Methods of estimating Reliability-Test-retest, Equivalent forms, Split-half, Kuder-Richardson method. Factors influencing reliability.

- Norms: Steps in developing norms and Types of norms. Usability: Concept and Dimensions

Unit-III: Tools and Techniques-I (CLO4, CLO5, CLO6, CLO7) **15 Hours**

- Concept of Tests, Scales, and Inventory. Test Items: Types, Principles writing Objective and Essay test items. Item analysis: Item Difficulty and Item Discrimination.

- Achievement Test: Purpose of Achievement Test. Standardized vs. informal classroom tests. Principles of constructing standardized achievement test.

- Intelligence Testing: Concept of IQ, Modern psychometric approaches to intelligence testing- Individual & Group intelligence tests.

Unit-IV: Tools and Techniques-II (CLO4, CLO7) **15 Hours**

- Aptitude Testing: Types of aptitude test. Measures of specific aptitudes. Advantages of using aptitude tests. Educational significance of aptitude test.

- Attitude Measurement: Uses, Types of attitude scales-Thurstone, Likert and Semantic Differential scales.

- Personality Assessment: Purpose, Tools and Techniques of personality assessment. Measurement of Interests and Values.

Unit-V: Trends in Assessment (CLO8, CLO9, CLO10) **15 Hours**

- Grading and Scoring; CBCS System of Examination. Continuous and Comprehensive Evaluation/Assessment. Systemic Reforms in examination: Online & participatory, on-demand, open book examination; Teacher assessment by students.

- Constructivist evaluation process: Self, Peer and Collaborative evaluation, Rubrics, Concept Mapping.

- Portfolio Assessment: Concept, Types, Areas covered under portfolio assessment; Reflective Journal; Competency Based Evaluation.

Course Transaction Mode

Lecture Method, Workshop, Seminar, Team-Teaching, Dialogue, Peer-Learning, Self-Learning, Collaborative and Cooperative Learning, Lab-work.

Books Recommended

Agrawal, J.C. (1997). Essentials of examination system, evaluation, tests and measurement. New Delhi: Vikas Publishing House Pvt Ltd.

Banks, S.R. (2005). Classroom assessment: issues and PRACTICES. Boston: Allyn& Bacon.

Blooms, B.S.(1956). Taxonomy of educational objectives. New York: Longman Green and Company

Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996).Psychological testing and assessment.an introduction to the tests and measurement. California: Mayfield Publishing Co.

Earl, L.M. (2006). Assessment as learning: using classroom assessment to maximize student learning. Thousand Oaks, California: Corwin Press

Goswami, M. (2011).Measurement and evaluation in psychology and education. Hyderabad: Neelkamal Publishers

Gronlund, N.E. (2003). Assessment of student Achievement. Boston: Allyn& Bacon.

Hopkins, K.D. (1998). Educational and psychological measurement and evaluation. Boston: Allyn and Bacon.

Linn, R.L. &Gronlund, N.E. (2000).Measurement and assessment in teaching. London: Prentice Hall.

Linn, R.L. & Miller, M.D. (2008).Measurement and assessment in teaching (9th Ed.). Pearson Education: New Delhi.

Macmillan, J.H. (1997). Classroom assessment, principles and practice for effective instruction. Boston: Allyn and Bacon

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	5	5	4	5	4	4	5	4	5
CO2	5	4	5	5	4	4	2	4	5	4
CO3	5	4	4	2	5	5	5	5	5	5
CO4	4	2	4	4	5	4	4	2	5	4
CO5	4	5	2	5	4	4	2	5	4	4

Course Type: **HARD CORE**

Course Code: **HC-204 (Practical)**

Course Title:**ACADEMIC TECHNICAL WRITING AND SEMINAR PRESENTATION**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
0	0	5	5

Course Outcomes (COs)

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

CO1: Describe the meaning, nature and importance of academic writing.

CO2: Develop the skill of review of books, articles etc.

CO3: Experience the process of writing and publication

CO4: Understand process of citation, Impact factor and h-index calculation.

CO5: Develop skill of writing original manuscripts free from plagiarism.

Course Contents

Unit-I:Academic Writing and Book Review (CLO1, CLO2)   15 Hours

- Academic Writing: Concept and types of academic writing. Challenges in Academic Writing
- Review of Books, Articles and Research Papers.
- In-text- Citation and Referencing Style (APA Style): Bibliography, Webliography

Unit-II: Publication Process (CLO3)   15 Hours

- Publication in Journals and Books: Manuscript preparation, submission, review and revision of articles.
- Finding journals and learn how to publish articles/papers journal indexed in Scopus, WoS, UGC-CARE etc.
- Acceptance for Publication: revision, editing, proofing, and printing (hands-on experience)

Unit-III: Citation and Impact Factor (CLO4)   15 Hours

- Citation, Impact factor and h-index calculation.
- Learning about journals indexed in Web of Science, Scopus, and UGC CARE.
- Learning about open and online sources Google Scholar, Research Gate, ProQuest, JSTOR, Publon, etc.

Unit-IV: Plagiarism Checking (CLO5)   15 Hours

- Plagiarism and Anti-Plagiarism: Concept, Regulations and Checking of Similarity Index.
- Use of software for checking plagiarism: Turnitin, Urkund etc.
- How to overcome from plagiarism.

Unit-V: Seminar Presentation (CLO6)   **15 Hours**

- Need of paper Presentation in seminars and conferences.
- Process of writing seminar papers on relevant topics.
- Process of preparation for presentation of papers in seminars/conferences.

Action Plan for Mid-Semester (Marks: 30) *(Any two of the Following)*

1) Review of a Book on education and reporting.

2) Review of two research papers/articles of education and reporting.

3) Listing 15 Nos. Journals of Education indexed in different databases and writing publication process.

4) Evaluate two research papers/articles with reference to intext-citation and reference style.

Action Plan for End-Semester (Marks: 70)

Part A. Tasks and Activities *(Any two of the following)*

1. Review of a Book on education, reporting and presentation.

2. Review of three research papers/articles of education, reporting and presentation.

3. Evaluate three research papers/articles with reference to in-textcitation and reference style, reporting and presentation.

4. Write a report how to publish articles/papers in journals indexed in Scopus, WoS, UGC-CARE etc.

5. Write a report on open and online sources like: Google Scholar, Research Gate, ProQuest, JSTOR, Publon, etc.

6. Write a report on Plagiarism and process of checking similarity index.

Part B. Seminar Presentation *(Each student has to prepare a paper on any emerging topic of education and make presentation through PPT)*

Assessment Criteria

Mid-semester: (Internal)		
1	Two Project Report including viva-voce examination (Internal)	: 30 Marks	To be evaluated by Internal Examiner
End-Semester:		
1	Two Projects from Part-A	: 40 Marks	To be evaluated by both External and Internal Examiner
2	One Seminar Presentation and submission of the paper from Part-B	: 20 Marks	To be evaluated by both External and Internal Examiner
3	Viva Voce Examination	: 10 Marks	To be evaluated by both External

		and Internal Examiner
Total	: 100 Marks	

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	2	5	4	5	2	5	4	5
CO2	5	5	4	5	4	4	4	5	4	4
CO3	4	4	4	2	5	4	2	4	5	2
CO4	4	5	5	4	5	5	5	5	2	5
CO5	5	5	4	4	4	4	5	4	5	2

Course Type: **CORE ELECTIVE**

Course Code: **CE-204 (Theory)**

(A student has to opt any one)

A. Course Title: PEDAGOGY OF ENGLISH

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

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

CO1: Explain the place of English language in school curriculum.

CO2: Analyze various policy perspectives with regard to English language teaching in India.

CO3: Describe various pedagogical approaches to English language teaching.

CO4: Understand different language skills in teaching-learning process.

CO5: Prepare subject specific lesson plan for improvement of language skills.

Course Contents

Unit-I: English in School Curriculum (CLO1, CLO2) 15 Hours

- Language policy in India with reference to NCF-2005 and NEP-2020

- Place of English as a compulsory subject in school curriculum (both at Elementary and Secondary levels)
- Objectives of teaching English at Elementary and Secondary School levels

Unit-II: Acquisition of English Language: Methods and Approaches (CLO3)   15 Hours

- Understanding different Methods: Direct Method, Bilingual Method
- Understanding different Approaches: Structural approach, Communicative approach,
- Activities in Language Class: Language games, Peer interaction and Brain Storming.

Unit-III: Developing Language Skills (CLO4)   15 Hours

- Listening Skill: Tasks of developing Listening Comprehension.
- Speaking Skill: Tasks for developing Speaking skills.
- Reading skill: Strategies to develop reading Comprehension.
- Writing Skill: Strategies to improve writing skill, Creative writing in English.

Unit-IV: Transaction of Contents (CLO5)   15 Hours

- Transaction of Prose (Detailed and Non-detailed).
- Transaction of Poetry and Grammar.
- Preparation of Lesson Plan through 5E Approach and ICON Design Model. Strategies of Transaction: Collaborative Learning, Concept Mapping and Brain Storming.

Unit-V: Teaching-Learning Materials and Evaluation (CLO6, CLO7)   15 Hours

- Teaching learning materials in English: Types and Uses (Print media, ICT materials)
- Techniques of Evaluation: Portfolio; Self-evaluation; Peer evaluation.
- Assessment in English: Framing different typesquestions-Essay type and Objective type, Continuous and Comprehensive Assessment.

Course Transaction Mode

Lecture, Language Game, Workshop, Seminar, E-Teaching, Team-Teaching, Dialogue, Peer Learning, Self-Learning, Collaborative and Cooperative Learning, Role Play, Lab-work

---

Mid-Semester Assessment Process (30 Marks)

Each student has to prepare five (05) lesson plans in pedagogy of English in 5E approach and deliver lessons in a simulated class/real class room situation and submit the report.

Books Recommended

Kohli, A.L. (2010) Techniques of teaching English.New Delhi: DhanpatRai Publishing   Company.
Jain, R.K. (1994) Essentials of English teaching, Agra: VinodPustakMandir.
Sharma, K.L. (1970) Methods of teaching English in India.Agra: Laxmi Narayan Agrawal
Shrivastava, B.D. (1968). Structural approach to the teaching of English. Agra: Ramprasad and Sons
Baruah, T.C. (1984). The English teacher's handbook.New Delhi: Sterling Publishers Pvt.Ltd,

Bista, A.R. (1965). Teaching of English (Sixth Edition). Agra: VinodPustakMandir.

Billows, F. L. (1975).The techniques of language teaching.London: Longman.

Mukalel, J.C. (2009). Approaches to English language teaching.New Delhi: Discovery Publishing House Pvt Ltd.

Suggested Readings

Bright, J.A. (1976). Teaching English as second language.London: Long Man Group.

Catarby, E. V. (1986) Teaching English as a foreign language in school curriculum. New Delhi: NCERT

Pal, H.R., and Pal, R(2006). Curriculum – yesterday, today and tomorrow, New Delhi: Shipra Publications

Joyce , B. and Weil, M. (2003). Models of teaching. New Delhi: Prentice Hall of India Pvt. Ltd.

Agnihotri R. K. and Khanna A. L. (1994). Second language acquisition: socio-cultural and linguistic aspects of English in India. New Delhi: Sage Publications.

Allen, H.B. (1965). Teaching English as a second language: A book of readings. New York: McGraw-Hill.

Hudelson, S. (1995).English as a second language teacher resource handbook.A practical guide for K-12 ESL programs.California.: Corwin Press, Inc.

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	5	5	5	4	5	2	4	4
CO2	4	4	5	4	5	5	4	4	2	5
CO3	5	2	5	4	4	4	5	5	5	5
CO4	2	5	2	5	4	5	4	4	4	2
CO5	4	4	4	5	4	5	4	2	4	5

Title: **PEDAGOGY OF ODIA**

Credits: 5	Mid Sem.: 30	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

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

CO1: Explain the concept of Mother Tongue.

CO2: Justify the importance of teaching Mother Tongue (Odia) at different stages.

CO3: Describe various pedagogical approaches of language teaching.

CO4: Prepare subject specific lesson plan for improvement of language skills.

CO5:Plan and construct test to assess various language skills.

Course Contents

Unit-I: Odia as Mother Tongue in School Curriculum(CLO1, CLO2)   15 Hours

- Concept and role of mother tongue in the life of an individual, Multilingualism and importance of mother tongue, Odia as medium of instruction (as first language and second language).

- Place of mother tongue in school curriculum (both at Elementary and Secondary levels) with reference to NCF 2005 and NEP-2020

- Objectives of teaching-learning Odia at elementary and secondary school levels.

Unit-II: Pedagogical Approaches to Teaching-Learning Odia (CLO3)   15 Hours

- Problems and issues related to acquisition of Odia language in multi-lingual context

- Strategies for facilitating acquisition of four-fold skills in Odia

- Different approaches of teaching Odia: Reading and comprehension method, Recitation and narration method, Play-way method, Activity method, Dramatization method and Communicative approach; Creative writing in Odia

Unit-III: Curricular Activities in Odia (CLO4)   15 Hours

- Transaction of prose (Detailed and Non-detailed), Poetry, Grammar and Composition of Lessons

- Preparation of lesson plan on prose, poetry, grammar and non-detailed of Odia using 5E and ICON design model.

- Strategies: Lecture, Language Games, Collaborative Learning, Learning through Narratives and Discourses, Brain Storming.

Unit-IV: Teaching aids and assessment for teaching Odia (CLO5, CLO6) 15 Hours

- Importance of teaching aids and types of teaching aids for teaching Odia.

- Learning assessment in Odia: Assessing Comprehension and expression skills, preparation of objective-based and objective-type test items, Portfolio assessment, continuous and Comprehensive assessment of learner's performance in Odia

- Tools of assessment in Odia language.

Unit-V: Linguistics in Odia (CLO7)   15 Hours

- Elements of language, sound, vocabulary and structures, Use of linguistics in effective teaching-learning of Odia language

- Odia syntax processes and principles

- Odia vocabulary: Types, Word formation process and Principles

---

Course Transaction Mode

Lecture, Workshop, Seminar, E-Teaching, Team-Teaching, Dialogue, Peer Learning, Self-Learning, Collaborative and Cooperative Learning, Role Play, Lab-work

---

Mid-Semester Assessment Process (30 Marks)

Each student has to prepare five (05) lesson plans in pedagogy of Odia in 5E approach and deliver lessons in a simulated class/real class room situation and submit the report.

Books Recommended

Barik, N. (2014). Odiashikshyadanapaddhati. Cuttack: A.K.Mishra Publishers Pvt. Ltd.

Daswani, C. J.(2001). Language Education in Multilingual India. New/Delhi (UNESCO)

Kocchar, S.K. Teaching of Mother Tongue. Sterling Publishers, New Delhi.

Nayak, B.; Mohanty, J.(1999): Odiabhasa O SahityaraBhitibhumi O Shikshyadan

    Padhati.Jagannath Process, Toni Road, Cutack-2.

Palmer, H.P.(2001). Principles of Language Teaching.George G. Harrep and Co. Ltd.

Pradhan, B., Pradhan, K.C., and Hota, K.(2018). Odia Grammar.

Rybum, W.M.(1926). Suggestions for the Teaching of Mother Tongue.OUP.

Suggested Readings

NCERT (2005).National curriculum framework-2005.New Delhi: NCERT.

GoI (1986).National policy on education-1986: New Delhi: GoI

http://modersmal.skolverket.se/engelska/index.php/mother-tongue-education

http://en.wikipedia.org/wiki/Language_education

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	5	4	5	4	4	5	2	5	4
CO2	4	5	4	5	4	4	5	4	5	5
CO3	4	5	5	4	2	5	4	5	4	4
CO4	5	4	5	4	5	5	2	5	2	5
CO5	5	4	4	5	5	4	5	4	4	4

Course Type: **OPEN ELECTIVE**

Course Code: **OE-201 (Theory)**
Course Title: **PEDAGOGICAL PERSPECTIVES IN EDUCATION**
(Open for other P.G. students)

Credits: 4	Mid Sem.: 15 Marks	End Sem.: 35 Marks	Full Marks: 50	Total Hours: 60

L	T	P	Credits
4	0	0	4

Course Outcomes (COs):

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

CO1: Explore the pedagogical skills in teaching and assessment techniques.
CO2: Understand the principles and levels of teaching.
CO3: Analyze various classroom management techniques.
CO4: Execute skills of teaching in classroom.

Course Contents

Unit-I: Pedagogy and Assessment (CLO1)   **15 hours**

- Pedagogy: Meaning, types, use of various pedagogies in teaching.
- Integrated Approach to Evaluation: Grading system, meaning and mechanism of grading system, problems of grading system, and interpretation of grades.
- Semester system, continuous and comprehensive assessment, portfolio assessment, question bank, Choice Based Credit System

Unit-II:Understanding Teaching (CLO2, CLO3)   **15 hours**

- Teaching: Principles and maxims of teaching.
- Strategies of teaching: Teacher-centred, and learner-centred, Levels of Teaching and Phases of Teaching, Characteristics of effective teaching
- Classroom Management: Meaning, principles, handling large and small classes. Techniques of classroom management.

Unit-III: Teaching Skills (CLO4)   **15 hours**

- Engagement and Exploration: Concept, types and techniques of engaging the learners. Concept techniques of exploration in the class.
- Skill of Explanation and Elaboration: Techniques of effective explanation and elaboration.
- Questioning and Evaluation Skill: Types of questions, framing and asking a good question, probing questions, Classroom evaluation techniques.

Mode of Transaction:
Discussion, Seminar, Team-Teaching, Dialogue, Peer Learning, Self-Learning, Collaborative and Cooperative Learning and Brain Storming

---

Books/Documents Recommended

Anandan, K. (2010). Instructional technology in teacher education. New Delhi: APH Publishing Corporation.

Chand, T. (2008). Principles of teaching. New Delhi: Anmol Publications Pvt. Ltd.

Chiniwar, P. S. (2014). Technology of teaching. New Delhi: Anmol Publications Pvt. Ltd.

Grootenboer, P., Groves, C.E. Choy, S.(2017). Practice Theory Perspectives on Pedagogy and Education. Springer.

Popham, W. J. (2014). Classroom assessment. U.S.A: Pearson Publications.

Purayil, A. V. (2015). Educational technology. New Delhi: APH Publishing Corporation.

Ranford, C. P. (2013). Strategies for successful student teaching. New Jersey: Pearson Publications.

***

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	2	5	2	4	5	5	4	5
CO2	5	4	4	5	5	2	5	4	2	5
CO3	4	4	4	4	5	4	4	2	5	4
CO4	2	5	2	5	4	4	5	2	4	5

SEMESTER-III

Course Type: **HARD CORE**

Course Code: **HC-301 (Theory)**

Course Title: **EDUCATIONAL RESEARCH: QUALITATIVE PERSPECTIVE**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

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

CO1: Explain importance of qualitative research in education.
CO2: Conceptualize the nature of different types of Researches in Education.
CO3: Situate them in a research perspective(s).
CO4: Select the suitable problem for qualitative research.
CO5: Explore the basic issues that confront qualitative researchers.

Course Contents

Unit-I: Conceptualizing Qualitative Research (CLO1, CLO2, and CLO3)   15 Hours
- Qualitative Research: Concept and Nature. Paradigms shifts: Qualitative vs. Quantitative

Research

- Paradigms of Research**:** Rationalistic and Naturalistic.
- Mixed Methods Designs: Concept, Types, Characteristics, and Steps.

Unit-II: Qualitative Research Designs (CLO4)   15 Hours

- Grounded Theory and Ethnographic Design: concept, types, characteristics, designs, steps and strengths and weakness.
- Narrative Research Designs: Concept, Types, Characteristics, and Steps.
- Case Study:characteristics, components of a case study, types, steps and strengths and weaknesses

Unit-III: Collecting Qualitative Data (CLO5, CLO10)   15 Hours

- Sampling approaches for selecting participants and research sites.

- Types of qualitative data. Types and process of qualitative data collection: Observations, Interview and Focus Group Discussion (FGD), Document Analysis, Audiovisual Materials, Anecdotes, Field diary.

- Procedure of data collection: Recording and its procedure. Field and Ethical issues.

Unit-IV: Analyzing and Interpreting Qualitative Data (CLO7)   15 Hours

- Data Organizing; Data Transcribing; Analyzing by Hand/Computer, Use of Qualitative Computer Programs, Data Categorizing; Coding of Data. Coding to Build Description and Themes.

- Use of technology for qualitative data analysis: Qualitative Analysis Software.

- Content Analysis, Inductive Analysis.

Unit-V: Establishing Authenticity of Qualitative Data (CLO6, CLO8, CLO9) Hours 15

- Credibility, Dependability, Transformability of Data. Triangulation: Data, Source and Theory triangulation. Member Checking and External Audit.

- Ethical Issues and Ethical Considerations in Qualitative Research.

- Qualitative Research Proposal; Report Writing and Evaluation

---

Course Transaction Mode

Workshop, Lecture, Seminar, E-Teaching, Team-Teaching, Dialogue, Peer Learning, Self-Learning, Collaborative and Cooperative Learning, Role Play, Lab-work

---

Books Recommended

ATLAS.ti. (Version 4.2). (1999). [Computer software]. Berlin: Scientific Software Development.

Becker, Howard S. (1996). The epistemology of qualitative research. Pp.53-71 in Richard Jessor, et al. (Ed.), Ethnography and human development, Chicago: University of Chicago Press.

Best, J.W. & Kahn, J.V. (1989). Research in education (6th ed.). Englewoods Cliffs, NJ: Prentice Hall.

Bhandarkar, P.L. and Wilkinson. (2010). Methodology and techniques of social research, Himalaya Publishing House, New Delhi

Bogdan, R.C. & Biklen, S.K. (1998). Qualitative research for education: An introduction to theory and methods (3rd ed.). Boston, MA: Allyn and Bacon

Creswell, J. W. (2007). Qualitative inquiry & research design: choosing among five approaches. Thousand Oaks, CA: Sage Publications.

Creswell, J.W. (1994). Research design: qualitative & quantitative approaches. Thousand Oaks, CA: Sage Publications.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2003). Strategies of qualitative inquiry (2nd ed.). Thousand Oaks, CA: Sage.

Denzin, N.K. (1971). The logic of naturalistic inquiry. Social Forces, vol. 51, 166- 1 182.

Denzin, N.K., & Lincoln, Y.S. (Eds.).(1994). Handbook of qualitative research. Newbury Park, CA: Sage.

DeWalt, K. M. & DeWalt, B. R. (2002). Participant observation. Walnut Creek, CA: AltaMira Press.

Flick, Uwe (1996). An introduction to qualitative research. London: Sage Publication

Fox, D. J. (1969). The research process in education. New York: Holt Rinehart and Winson Inc.

Glesne, C. & Peshkin, A. (1992). Becoming qualitative researchers. NY: Longman

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), Handbook of qualitative research (pp. 105-117). London: Sage.

Guba, E.(1990). The paradigm dialog. Beverly Hills, CA: Sage.

Jamesick, V.J. (1998). "Stretching" Exercises for qualitative researchers. Thousand Oaks, CA: Sage Publications.

Jorgensen, O. (1989). Participant observation. Thousand Oaks, CA: Sage ublications.

Kuhn, T.S. (1970). The structure of scientific revolutions. (2nd Ed.) Chicago: University of Chicago Press.

Lincoln, Y.S., & Guba, E.G. (1985). Naturalistic inquiry. Beverly Hills, CA: Sage. This text outlines the positivist and naturalist research paradigms.

Marshall, C. & Rosman, G. (1994). Designing qualitative research. Thousand Oaks, CA: Sage Publications.

Merriam, S.B. (1998). Qualitative Research and Case Study Applications in Education. Publisher: Jossey-Bass.

Miles, M. B. & Huberman, A. M. (1994). Qualitative data analysis. Thousand Oaks, CA: Sage

Minnis, J. R. (1985). Ethnography, case study, grounded theory, and distance education research. Distance Education, 6, 189-198.

Mouly, G.J. (190). The science of educational research (2nd ed.). New York: Van Nostrand Reinhold Company.

Moustakas, C. (1994). Phenomenological research methods. Thousand Oaks, CA: Sage Publications.
***

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	2	4	5	4	5	2	4	5
CO2	4	5	4	5	5	2	5	4	4	5
CO3	5	4	2	4	4	2	5	4	5	5
CO4	4	4	4	2	5	4	4	5	4	4
CO5	2	5	5	4	5	4	5	4	5	5

Course Type: **HARD CORE**

Course Code: **HC-302 (Theory)**

Course Title: **ICT IN EDUCATION**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

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

CO1: Explain the nature, scope and importance of Educational Technology and ICT.
CO2: Reflect upon various models of teaching along with their educational implications.
CO3: Develop e-content and MOOCs in education.
CO4: Understand the application of computers in education.
CO5: Use e- learning tools in teaching learning and research.

Course Contents

Unit-I: Introduction to Technology in Education (CLO1)   **15 Hours**

- Educational technology: concept, nature and scope

- Phases of teaching and Levels of learning. Micro-teaching & Simulated teaching: Concept & applications.

- Educational Technology as a Discipline: Information Technology, Communication Technology & Information and Communication Technology (ICT).

Unit-II: Models of teaching and Instructional Materials (CLO2, CLO3)   15 Hours

- Models of teaching: Families and elements of teaching model. Glaser's basic teaching model, Inquiry training model, Inductive thinking model and Concept attainment model.

- Programmed instructional material- Concept, Types-Linear, Branching and Mathetics.

- Development of instructional material: MOOC and e-content.

Unit-III: Systems Approach to Instructional Design (CLO4)   15 Hours

- Systems Approach to Instructional Design, Models of Development of Instructional Design-ADDIE, ASSURE, Dick and Carey Model.

- Five E's of Constructivism, Nine Elements of Constructivist Instructional Design.

- Application of Computers in education: CAI, CAL, CBT and Artificial Intelligence.

Unit-IV: Emerging Trends in e-learning (CLO5, CLO6)   15 Hours

- 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, and discussion forum).

- Open Education Resources: (Creative Common, Massive Open Online Courses; Concept and application), Ethical Issues in E Learning and Research

Unit-V: ICT and Pedagogy (CLO7)   15 Hours

- Use of ICT in evaluation, administration and research: E-portfolios, Online Repositories and Online Libraries, Online and Offline assessment tools-Concept and Development.

- Artificial Intelligence: concept and applications of Artificial Intelligence in Education, Assistive technologies in education.

- Legal and ethical issues in Artificial Intelligence, Leveraging Artificial Intelligence towards teaching and learning.

Course Transaction Mode

Lecture, Seminar, E-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Cooperative Learning and learning in Computer lab with hands-on training.

Books/Documents Recommended

Bruce, J., & B. and Weil, M. (1972). Models of teaching. N.J.: Prentice-Hall.

Das, R.C. (1993): Educational technology – a basic text. New Delhi: Sterling Publishers Pvt. Ltd.

Dikshit, H. P., Garg, S., Panda, S. & Vijayshri (Eds.) (2002). Access & equity: challenges for open and distance learning. New Delhi: Kogan Page.

Garg, S., Panda, S., Murthy, C. R. K. & Mishra, S. (Eds) (2006). Open and distance education in global environment. New Delhi: Viva Books.

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.

Garrison, D.R. and Anderson, T. (2003). e-learning in the 21st century: a framework for research and practice. London: Routledge.

Jangira, N.K. & Singh, A. (1992). Core teaching skills – A microteaching approach. New Delhi: NCERT.

Kulkarni, S.S. (1996). Introduction to educational technology. New Delhi: Oxford and IBH.

Kumar, K.L. (2008): Educational technology. New Delhi: New Age International Pvt. Ltd.

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 andTeacher Education International Conference 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 CollegeRecord, 108 (6), 1017-1054.

Mukhopadhyay, M. (2001). Educational technology: challenging issues. New Delhi: Sterling Publishers.

Mukhopadhyay, M. (2001). Instructional science in Indian schools. in Rajput J.S. and others (Eds), Experiences in school education. NCERT, NewDelhi.

Mukhopadhyay, M., Panda, S. K. et al (Eds) (1991). Educational technology: Third Year book, Vol.I & II. New Delhi: All India Association for Educational Technology.

NCERT (2006). National curriculum framework 2005 position paper national focus group on educational technology. New Delhi.

Resta, P. (Ed.) (2002). Information and communication technologies in teacher education: A planning guide. Paris: UNESCO.

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

Sampath et. al. (1981): Introduction to educational technology. New Delhi: Sterling Publishers Pvt. Ltd.

Senapaty, H.K. (2009). ICT integrated learning materials on basic school subjects from constructivist perspectives. Bhubaneswar: Regional Institute of Education,NCERT.

Senapaty, H.K. (2011). Pedagogy-technology integration for the professional development of teacher educators. Bhubaneswar: Regional Institute ofEducation, NCERT.

Singh, L. C. (2010). Educational technology for teachers and educators. New Delhi: Vasunandi Publication.

Singh, L. C. (Ed.) (2010). Educational technology for teachers and educators. New Delhi: Vasunandi Publication.

Singh, L. C. et al. (1987). Micro-teaching- theory and practice. Agra: Psychological Corporation.

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

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

Venkataiah, N. (1996): Educational technology. New Delhi: APH Publishing Corporation.

Walia, J.S. Essentials of educational technology. Jalandhar: Ahim Paul Pub.

Suggested Readings

Allen, D.W. et al. (1969). Micro-teaching- A description. London: Stanford University Press.

Mishra, S. (2008). Developing e-learning materials: some pedagogical Concerns. Indian Journal of Open Learning, 17 (2).

Mishra, S. (2005). Distance teacher education, process-issues and concern. New Delhi: Mahamaya Publisher.

Senapaty, H.K. and Pradhan, N. (2005). Designing instruction for constructivist learning. Staff and Educational Developmental International. 9 (2&3), 93-102

Passi, B.K. (1976). Becoming better teacher: Micro-teaching approach. Baroda: Centre for Advanced Study in Education, M. S. University of Baroda.

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

***

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	2	5	5	5	4	5	2	4
CO2	4	4	5	4	5	5	4	2	4	5
CO3	5	4	4	2	4	4	5	4	5	5
CO4	2	5	5	4	5	2	5	4	5	4
CO5	5	5	2	5	4	5	4	5	4	5

Course Type: **HARD CORE**

Course Code: **HC-303 (Practical)**

Course Title:**RESEARCH PROPOSAL, REVIEW OF RELATED LITERATURE AND TOOLS**

Credits: 5	Mid Sem.: 30	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
0	0	5	5

Course Outcomes (COs):

At the end of the course, the students will be able to:

CO1: Select a suitable research problem in an emerging area of education.
CO2: Review the related literature in the topic of research.
CO3: Find out a research gap from after conducting review of related literature.
CO4: Prepare a research proposal on the topic of research.
CO5: Develop tools like questionnaire, interview schedule, rating scale, Guidelines for FGD etc. for collection of data.

Course Contents:

Each student is required to complete the following activities:

1. Selection of research area and suitable topic in an emerging issue (CLO1).

2. Search various sources of research propble like-Inflibnet, ProQuest, ERIC, JSTOR etc. (CLO1)

3. Review the related literature in the topic of research (CLO2).

4. Writing rationale of the study (CLO3).

5. Identification of research gap and finalization of research problem (CLO3).

6. Preparation of research proposal (CLO4).

7. Selection /development of research tool (s) (such as: questionnaire, interview schedule, rating scale, guidelines for FGD etc. for collection of data) (CLO5, CLO6).

8. Presentation of the detailed review, research proposal and tools through PPT/doc.

9. Submission of the Report in three parts (Part-A: Research Proposal, Part-B: Review of Related Literature and Part-C: Tools).

Evaluation Criteria

Mid-Semester:			
1	Submission of a write-up/term paper on the research area (minimum 4000 words)	: 30 Marks	To be evaluated by Internal Examiner
End-Semester:			
1	a) Submission of a report on Review of Related Literature (20 Marks). b) Submission of Research Proposal (20 Marks) c) Development/selection and submission of research Tool (s) (20 Marks)	: 60 Marks	To be evaluated by both External and Internal Examiner
2	Viva-Voce Examination	: 10 Marks	
	Total	: 100 Marks	

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	4	4	5	5	5	5	5	5
CO2	5	5	2	5	4	4	4	5	4	5
CO3	4	5	4	4	4	5	4	4	4	4
CO4	4	4	5	5	5	4	5	5	5	4
CO5	5	4	4	4	4	5	4	4	4	5

Course Type: **CORE ELECTIVE**

Course Code: **CE-301 (Theory)**

(A student has to opt any one)

A. Course Title: **INCLUSIVE EDUCATION**

Credits: 5	Mid Sem.: 30	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
5	0	0	5

Course Outcomes (COs)

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

CO1: Identify the assumptions of disability underlying current general and special education practices.

CO2: Analyze the policy perspectives for disable children at national and international level.

CO3: Understand the educational needs of learners with disabilities.

CO4: Explore and utilize pedagogical approaches that can support students with a variety of learning profiles in respectful ways.

CO5: Examine various support services and collaboration for inclusive education.

Course Contents

Unit-I: Meaning, Genesis and Scope of Inclusive Education (CLO1)   15 Hours

- Concept of Inclusive and Special Education. Principles, Scope and target groups of Inclusive Education (Diverse learners; Including Marginalized group and Learners with Disabilities).

- Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education.

- Medical and Social Models of disability, barriers and facilitators in Inclusive Education: Attitude, Social and Educational

Unit-II: Polices & Frameworks Facilitating Inclusive Education (CLO2)15 Hours

- Rehabilitation Council of India Act (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), Inclusive Education under SSA; National Trust Act-1999 and RPwD Act. 2016.

- Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990).

- Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication. Salamanca Framework (1994).

Unit-III: Disability and Support to Students with Disability (CLO3)   15 Hours

- Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model.

- Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics.

- Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities.

Unit-IV: Frameworks for Inclusive Pedagogy (CLO4)   15 Hours

- Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners.

- Universal Design for Learning: Multiple means of access, Expression, Engagement & Assessment

- Principles of Differentiated Instruction and Assessment

Unit-V: Support and Collaboration for Inclusive Education (CLO5)15 Hours

- Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching).

- Parent Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School.

- Ethical Issues of inclusive education in India.

Course Transaction Mode:

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning and Role and Role Play.

Books/Documents Recommended

Bartlett, L. D., & Weisentein, G. R. (2003). Successful inclusion for educational leaders. New Jersey: Prentice Hall.

Chaote, J. S. (1991). Successful mainstreaming. Allyn and Bacon.

Choate, J. S. (1997). Successful inclusive teaching. Allyn and Bacon.

Daniels, H. (1999). Inclusive education. London: Kogan.

Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities. Florida: Harcourt Brace and Company.

Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.

Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.

Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms. Baltimore: P. H. Brookes Publishers.

Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press: Sage Publishers.

Gore, M.C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press, Sage Publications.

Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion. Corwin Press, Sage Publishers.

Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.

Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.

King Sears, M. (1994). Curriculum Based Assessment in Special Education. California: Singular Publications.

Kluth, P. (2009). The autism checklist: A practical reference for parents and teachers. San Francisco, CA: Jossey-Bass.

Lewis, R. B., & Doorlag, D. (1995). Teaching Special Students in the Mainstream. 4th Ed. New Jersey: Pearson.

McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson.

Panda, K.C. (--). Education of Exceptional Children

Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.

Rose, D. A., Meyer, A. & Hitchcock, C. (2005). The Universally Designed Classroom: Accessible Curriculum and Digital Technologies. Cambridge, MA:Harvard Education Press.

Ryandak, D. L. & Alper, S. (1996). Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon.

***

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	5	4	5	2	5	5	4	2	5
CO2	4	5	4	4	5	2	5	4	5	2
CO3	5	2	5	4	5	4	4	5	4	4
CO4	5	2	4	4	4	2	5	4	2	4
CO5	5	4	2	5	4	5	2	4	5	5

Course Title: **EARLY CHILDHOOD CARE AND EDUCATION**

Credits: 5	Mid Sem.: 30	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

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

CO1: Understand the need and significance of early childhood care and education.
CO2: Explain the contribution of thinkers of education to ECCE.
CO3: Critically analyze the policy perspectives on ECCE in India and world
CO4: Reflect upon the scope and problems of quality dimensions in ECCE.
CO5: Examine the socio-emotional dimensions of curriculum at early stages of education.

Course Contents

Unit- I: ECCE- Conceptual Perspectives (CLO1, CLO2)   15 Hours
- Concept, significance and objectives of ECCE.
- Brief History of development of Early Childhood Education in India.
- Contributions of Rousseau, Froebel, Montessori, Piaget, Vygotsky, Gijubhai Bhadeka to Early Childhood Education.

Unit-II: ECCE-Policy Perspectives (CLO3)   15 Hours
- ECCE as envisaged in National Policy on Education, 1986 and POA, 1992, National Plan of Action for Children, 1992 and NEP 2020.
- ECCE in Global Perspective: United Convention on Rights of Child (UNCRC) 1989, Sustainable Development Goals 2030.

- UNICEF, WHO, CARE and ICDS.

Unit-III: Curriculum and Support Systems for Pre School-Education (CLO4)15 Hours

- Developmentally Appropriate Practices- Physical and Motor Development, Cognitive and Language Development, Socio-emotional dimensions.
- Principles of curriculum construction for ECCE.
- Different types of pre-school curriculum: Montessori and Kindergarten, Bodha, Prarambha, Anganwadis.

Unit-IV: Strategies / Approaches and Resources (CLO5, CLO6)   15 Hours

- Support of Workforce: Anganwadi Workers, Supervisors, CDPOs, Parents and Community members, District Welfare Officer.
- Methods of Transaction of Early Childhood Education Programmes: clay modelling, nature study, play-way, theme-based joyful learning, storytelling, puppetry, musical and rhythmical exercises, dramatization, role play, music an movement; art activities.
- Indoor and outdoor play as methods in early primary stages.

Unit-V: Training, Research and Evaluation of ECCE (CLO7)   15 Hours

- Teacher Education and Training for Early Childhood Education in India.
- Evaluation programmes, methodology and implications.
- Areas of research studies in ECCE.

Course Transaction Mode

Group discussion, Lecturer method, Seminar, Team-Teaching, Dialogue, Peer Learning, Self-Learning, Collaborative and Cooperative Learning

---

Books/Documents Recommended

Aggarwal, J.C. and Gupta, S. (2007). Early childhood care and education (Ist Ed.). Shipra Publications, New Delhi.

Darragh, J. (2010). Introduction to early childhood education: equity and inclusion. Merril: Prentice Hall: New York.

Goode, T., & Jones, W. (2007). A guide for advancing family-centered and culturally and linguistically competent care. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development.

Government of India (1986). National Policy on Education. New Delhi: Government of India

Mishra, R.C. (2005). Early childhood education today. Prentice Hall Publisher.

NCERT (2005). National curriculum framework, New Delhi: Author

NCTE (2005). Report on ECCE teacher education: curriculum framework and syllabus outline. New Delhi: NCTE.

Seefeldt, Carol (1990). Continuing issues in early childhood education, Merrill Publishing Company, Columbus, Ohio.

Swaminathan, M. and Daniel, P. (2000). Activity-based developmentally appropriate curriculum for young children, Indian association for pre-school education, Chennai.

Swaminathan, Mina (1998). The first five years: a critical perspective on early childhood care and education in India.

UNESCO (2007). Strong foundations: early childhood care and education. Paris: UNESCO.

UNICEF and MHRD (2001). Early childhood care for survival, growth and development. New Delhi: Author.

World Bank (2004). Reaching out to the child: an integrated approach to child development. New Delhi: Oxford University Press.

Mapping of Course Outcomes with the programs outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	2	5	4	4	4	4	5	5
CO2	5	4	4	5	4	2	5	4	4	4
CO3	5	2	5	4	5	5	2	5	4	5
CO4	4	4	4	2	5	2	5	4	5	4
CO5	4	5	4	4	4	4	5	4	2	4

Course Title: **WOMEN EDUCATION**

Credits: 5	Mid Sem.: 30	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

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

CO1: Conceptualize the socio-cultural aspects of women education

CO2: Understand the historical development of women education through the ages.

CO3: Critically analyze the current status of women in society.

CO4: Carry out plans for women empowerment.

CO5: Reflect upon various problems and issues of girls and women in society.

Course Contents

Unit-I: Epistemology of Women Education (CLO1)   15 Hours

- Women Education: Concept, importance and scope.

- Girl child education: Need, problems in educating girl child, causes of drop out. Present and futuristic plans of girl child education.

- Socio-cultural aspects of girl's education: Subject choice, attitude and expectations of school and society.

UNIT –II: Developmental perspectives of Women Education (CLO2)15 Hours

- Transition status of women through ages: Vedic, Buddhist, Jainism, Islamic.

- Review of various programs especially designed for women(KGBV, Beti Bachao Beti Padhao Scheme)

- Mahila Samakhya, NEP 2020 and women education.

UNIT –III: Women Empowerment (CLO3, CLO4)   15 Hours

- Women empowerment: Concept, indicators, ways for empowering the women.

- Socio-psychological factors of women education, women education of minority communities.

- Women's rights in Indian Constitution: Right to education and work, property, maintenance, equality, right against exploitation

Unit –IV: Issues related to Women (CLO5)   15 Hours

- Issues related to women: Bigamy, dowry, violence, exploitation at work place, extra marital affair and NRI deserted wives.

- Domestic violence: Meaning, types, causes and ways to avoid domestic violence

- Female feticides, early child marriage and girl child labour, social justice and empowerment.

Unit –V: Women and Social Change (CLO6, CLO7)15 Hours

- Role of media in changing the status of women, women and modernization, women entrepreneurship.

- Research in women education: Areas, literature and trends.

- Reflections on the contribution of Rama Devi, Tulsi Munda and Mother Teresa.

Course Transaction Mode:

Group discussion, Lecture, Seminar, Team-Teaching, Dialogue, Peer Learning, Self-Learning, Collaborative and Cooperative Learning and Role Play.

Books/Documents Recommended

Agrawal, S.P.(1992). Women's Education in India. New Delhi: Concept Publishing Co.

Mishra, R.N.(2010). Women education and development. New Delhi: Discovery Publishing House.

Singh, U. K et.al. (2005). Women education. New Delhi: Common Wealth   Publishers.   .

Rao, B. (2008). Women education. New Delhi: Discovery Publication.

Tripathy, S.N. (2003). Women in informal sector. New Delhi: Discovery publishing house.

Mapping of Course Outcomes with the programs outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	2	5	4	4	4	2	4	5
CO2	4	5	4	5	2	5	4	4	4	4
CO3	5	4	5	4	4	4	5	5	5	4
CO4	4	2	4	5	2	5	5	5	4	5
CO5	2	5	5	5	5	4	4	4	2	5

Course Type: **CORE ELECTIVE**

Course Code: **CE-302 (Theory)**

(A student has to opt any one)

A. Course Title: **EDUCATIONAL MANAGEMENT**

Credits: 5	Mid Sem.: 30Marks	End Sem.: 70Marks	FullMarks:100	Total Hours:75

L	T	P	Credits
5	0	0	5

CourseOutcomes (COs)

On completion ofthecourse the students will be able to:

CO1: Understandthe conceptandscopeofeducationalmanagement

CO2: Exploretheconceptandstylesofleadership, administration process and approaches to it

CO3: Critically examine the concept of quality management with both national and international perspectives through the ways of quality gurus

CO4: Explain the conceptof educationalplanning, processandapproaches

CO5: Analyse the management of state agencies of education with quality assurance

Course Contents

Unit-I:EducationalManagementand Administration (CLO1)   15 Hours

- Educational Management and Administration-Concept, Principles, Functionsandimportance.
- AspectsofEducationalManagement:POSDCORB,CPM,PERT,Managementas   asystem. Organizational compliance, Organizational development, Organizationalclimate
- TypesofEducationalManagement:Centralizedvs.Decentralized,Bureaucratsvs.Technocrats,Autocratic vs. Democratic

Unit-II:UnderstandingLeadershipandAdministration (CLO2)   15 Hours

- LeadershipinEducationalManagement: Concept,nature and approaches to leadership-Trait, Transformational, Transactional, Value based, cultural, Psychodynamic and charismatic.

- Model of leadership- Blake and Mouton's Managerial Grid, Fiedler's Contingency model, Tri-dimensional Model, Hersey and Blanchard's Model and Leader-Member Exchange Theory.

- Administration as a process, Administration as a bureaucracy, Human relationsapproachto Administration.

Unit-III:QualityManagementandAdministration (CLO3)   15 Hours

- Concept of quality and quality in education- National and International Perspectives.
- TotalQualityManagement(TQM),SWOC analysis.
- Quality Gurus- Walter Shewhart, Edward Deming, C.K. Prahlada.

Unit-IV:EducationalPlanning and change Management (CLO4)   15 Hours

- EducationalPlanning:Concept,ProcessandTypes.
- ApproachestoEducationalPlanning:SocialDemandApproach,SocialJusticeApproach,Rateof Return Approachand Man-powerPlanning Approach
- Change management- Concept, Need, three steps (unfreezing, moving and refreezing) models of change.

Unit-V:Agenciesof Quality EducationalManagement (CLO5)   15 Hours

- Centre-state andlocalrelationshipsineducationalmanagement
- Educational administration at State Level: BSE, CHSE, Textbook Bureau, TE &SCERT,

OSHEC, RDEs, OSEPA, District Education Office, Block EducationOffice.

- Quality Assurance Agencies- NAAC, NIRF, QS.

Course Transaction Mode

Lecture, Seminar, workshops, team teaching, field visits, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative and Cooperative learning and Role play

BooksRecommended/Essential Reading Materials

AdolphandTurner,H.E. (--). Supervisionforchange&Innovation.HoughtonMifflinCompany.

Anderson,C.A.&Bowman,M.J.(1971). Educationalmanagement,London,U.K:Franks

Ashima,V.D.&Naik,A.P.(2010).Educationalmanagement.Girgaon,Mumbai: Himalaya Publishing House.

Bhatnagar, R.P.&Verma,I.B.(1978).Educationaladministration.Meerut,India:LoyalBook Depot.

Chau,T.(2003).Demographicaspectsofeducationalplanning.Paris:InternationalInstituteforEducational Planning.

Hariss, B. M. (1963). Supervisory behaviour in education. USA: Englewood Cliffs.Kimbrough,S.Ralph,Michall&Nunnery.Educationaladministration.NewYork:Mc MillanCompany.

Kochar,S.K.(2011).SchoolAdministrationandManagement.NewDelhi:SterlingPublishers PrivateLimited.

Livack, etal.(1998). Rethinking Decentralizationindevelopingcountries.Washington,D.C, USA: World Bank.

Mukerji,S.N. (--). Administrationofeducationalplanningandfinance.Baroda,India:AcharyaBook Depot.

Naik,J.P.(1965).Educational planning inIndia.NewDelhi,India: Allied.

Naik, J.P. (1982). The educational commission & after. New Delhi: Allied.Newmanandsummer.

Oliva, O. (1976). Supervision for today's school. New York, USA: Harper & Row.Ramani,K.V(2004).Atextbookofeducationalmanagement.NewDelhi,India: Dominant Publisher

Safeya,R.&Saida,B.D.(1964).Schooladministrationandorganisation.Jalandhar,India: DhanpatRai & Sons.

Shukhia, P.O. (1983). Administration in India. New Delhi, India: Vikas Publication.

Simon, H. A. (--). Administrative behaviour. New York: McMillan Company.

Tilak,J.B.G. (1992).Educational planning at grassroots. NewDelhi:India.

Waber,ClarenceA. (--). Fundamentalsofeducationalleadership.NewYork, USA:Exposition Press.

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	5	2	5	4	2	4	4	2	5
CO2	2	5	4	2	5	4	5	2	5	4
CO3	5	4	5	4	5	4	5	4	4	5
CO4	4	5	4	5	4	5	4	4	5	4
CO5	5	4	2	4	5	4	4	5	4	5

A. Course Title:**TEACHER EDUCATION**

Credits: 5	MidSem.: 30Marks	EndSem.:70Marks	FullMarks:100	Total Hours:75

L	T	P	Credits
5	0	0	5

On completion ofthecourse, the students will be able to;

CO1: Explainconcept, aims and objectives of teacher education at different levels.

CO2: Narrate pre-service and in-service teacher education program at differentstage

CO3: Describethefunctionsofthe institutionsand agenciesofteachereducation

CO4: Describe the approaches to teacher education and teacher's capacity building professionally.

CO5: Justify teaching as a profession and code of professional ethics of teachers andteachereducators.

Course Contents

Unit-I:TeacherEducation:PolicyPerspectives (CLO1)   15 Hours

- Meaning,NatureandScopeofTeacherEducation; Aims and objectives of teacher education at different levels: Elementary,Secondaryand Tertiary. TypesofTeacherEducation Programs.

- Structure of Teacher Education Curriculum and its Vision in CurriculumDocumentsofNCERTandNCTEatElementary,SecondaryandHigherSecondaryLevels.

- Organization of Components of Pre-service Teacher Education TransactionalApproaches (for

foundation courses) Expository, Collaborative and Experientiallearning.

Unit-II:Pre-service andIn-serviceTeacherEducation (CLO2, CLO3)   15 Hours

- Need of Pre-service Teacher Training at different levels of School education.

- Need of In-service Teacher Training at different levels of School education.

- Roleofvariousinstitutionsandagenciesforpre-serviceandin-serviceTeacherEducation:NCTE, SCERT, NCERT, IASEs, CTEs,DIETS, UGC-HRDC.

Unit-III-ProfessionalPreparationofTeachers (CLO4)   15 Hours

- Modification of Teachers' Behaviour - Micro teaching, Simulation, Interactionanalysis,Team Teaching.

- Approaches to teacher education- Consecutive Vs. integrated; Face-to-face Vs.distancemode.

- Capacity building programmes: Orientation, Refresher Course, Online Course,Conference,Seminar,Workshop,PanelDiscussion,InnovationinTeacherEducation

Unit-IV:Teachingas aProfessionandDevelopment (CLO5)   15 Hours

- Concept of Profession and Professionalism, Teaching as a Profession,Professional Ethics of Teachers. Personal and Contextual factors affectingTeacherDevelopment

- Performanceappraisalof teachersandteachereducators

- RecommendationsofJusticeVermaCommitteeinstrengtheningteachereducationprogramme.

Unit-V:ProblemsandIssuesinTeacherEducation (CLO6)   15 Hours

- Issues related to School internship: co-operative school, supervision andmentoring

- Curriculum of teacher education with reference to National Curriculum Framework for Teacher Education- 2009

- Challenges and Prospectsrelatedtoteachereducationpolicy, Privatizationof teachereducation.

Transaction Mode

Lecture,Seminar,teamteaching,tutoring,dialogue,peergroupdiscussion,mobileteaching,   self-learning, Collaborativelearning, Cooperativelearning and Roleplay.

BooksRecommended/EssentialReading Materials

Aggarwal,J.C.(1973).LandmarksinthehistoryofmodernIndianeducation.NewDelhi:Vikas PublishingHousePvt. Ltd.

Aggarwal,J.C.andAggarwal,S.P.(1992).Educationalplanninginindiawithaslanttoeducational financing and administration. NewDelhi: ConceptPub.

Chattopadhyaya,D.P.(1985).Theteacherandsociety:reportofnationalcommission onteachers in 1983-85. Govt. of India,New Delhi.

MHRD(1986).Nationalpolicyoneducation–1986(withmodificationsundertakenin1992). NewDelhi:MHRD.

MHRD (1993). Learning without burden: report of the national advisory committeeappointed by the ministry of human resource development. New Delhi: Govt. ofIndia,Ministry of Human Resource Development.

MHRD (1995).The teacherand society,Chattopadhyaya committeereport (1983-95). NewDelhi: MHRD, GOI

MinistryofEducation(1966).Educationandnationaldevelopment.reportoftheeducation commission 1964-66. NewDelhi:Author.

MinistryofLawJustice(2009).TheRightofChildrentoFreeandCompulsoryEducation Act, 2009. The Gazette of India, Ministry of Law Justice, Govt. ofIndia.

Mishra, S. (2004). Privatization of higher education: Policy perspectives and role ofregulatorybodies.UniversityNews,AssociationofIndianUniversities,NewDelhi.

Mohanty,J.(2008).Teachereducation.NewDelhi:Deep &Deep.

Mudaliar, A. L. (1953). Report of the secondary education commission 1952-53. NewDelhi:Govt.of India.

Mukherjee,S.N.(Ed.)(1968).EducationofteachersinIndia(Vols.1&2).NewDelhi: S.Chand &Co.

NCERT (1978). Teacher education curriculum- a framework. New Delhi: NCERT.

NCERT (1988a). Teacher education curriculum: a framework. New Delhi: NCERT.

NCERT(1988b).Teachereducationcurriculum:aframework-reviseddraft.New Delhi:NCERT.

NCERT (2004). Curriculum framework for teacher education. New Delhi: NCERT.

NCERT (2006a). National curriculum framework–2005. New Delhi: NCERT.

NCERT(2006b).Teachereducation forcurriculum renewal.NewDelhi:NCERT.

NCERT(2007).Professionalsupportsystemandclassroomperformanceofparateachers.New Delhi: NCERT.

NCERT (2008). Sixth survey of research in education Vol - II. New Delhi: NCERT.NCTE(1998a).PolicyperspectivesinTeacherEducation:Critique&Documentation. NewDelhi:NCERT.

NCTE(1998b).Curriculumframeworkforqualityteachereducation.NewDelhi:NCTE.

NCTE(1998c).Competencybasedandcommitment- o r i e n t e d teachereducationforquality schooleducation:pre-serviceeducation. NewDelhi:Author.

NCTE(2009).Nationalcurriculumframeworkforteachereducationtowardspreparingprofessionaland humane teacher. New Delhi: NCTE

Ram,S.(1999).Currentissuesinteachereducation.NewDelhi:Sarup&SonsPublications.

ReportoftheNationalCommissiononTeachers(1983-

85).Website:http://www.education.nic.in/cd50years/r/2Q/42/toc.htm

Mapping of Course Outcomes with the programsoutcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	2	5	4	2	5	5	4	5
CO2	4	4	5	4	5	4	2	4	5	4
CO3	2	4	5	4	5	5	4	5	2	5
CO4	4	5	4	4	4	4	5	2	5	2
CO5	5	4	2	5	5	4	4	4	4	2

Course Title: **OPEN AND DISTANCE LEARNING**

Credits: 5	MidSem.: 30Marks	EndSem.:70Marks	FullMarks:100	Total hour:75

L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

On completion ofthecourse the students will be able to:

CO1: Explainthe concept, epistemology and theories of distanceeducation

CO2: Discuss the historical perspective and status of distance education.

CO3: Narrate the concept of distance learners, process and pedagogy of distance learning with challenges in quality assurance in it.

CO4: Critically examine the instructional process in distance learning.

CO5: Identify the concept, need, barriers and communication process ofcounselling in distance education.

Course Contents

Unit-I:GrowthandPhilosophyof DistanceEducation (CLO1, CLO2)   15 Hours

- Open and Distance Education: concept, significance, epistemology andobjectives. Historicalperspectiveofdistanceeducation.

- Theoriesof distanceeducation, CorrespondenceEducation, DistanceEducation andOpenLearning.

- Present statusofdistanceeducationinIndia:NIOS,IGNOU,MOOC

Unit-II-LearnerandLearning Process in DistanceEducation (CLO3)   15 Hours

- Distancelearners: nature andcharacteristics, motivationalfactors.

- DistanceEducationprocess:Pedagogyofdistancelearning:roleofselflearningin distanceeducation. Significanceofstudyskills indistancelearning.

- Qualityassuranceandchallengesindistanceeducationin India.

Unit-III-Instructional Process in DistanceEducation&OpenLearning (CLO4) 15 Hours

- Differencebetweena classroom and distance tutor.

- Tutor comments-significance of tutor comments, levels of tutor communication(academic,personal andsupplemental communication).

- Typesoftutorcomments- positivecomments,constructivecomments,nullcomments,hollowcomments,harmfulcomments, misleadingcomments,negativecomments, global comments and personalcomments.

Unit-IV:Counseling in Distance Education (CLO5)   15 Hours

- Concept, meaning and importance of counseling in distance education

- Procedure of Counseling: decision points, barriers-study related, and time related, personal and institutional.

- Two-way communication in Distance Education and Open Learning.

Unit-V:Evaluation ProcedureinDistanceEducation (CLO6)   15 Hours

- Evaluation in Distance Education: Concept and need; difference betweenevaluation in traditionallearning and distancelearning.

- TechniquesofevaluationinDistanceEducation,FormativeevaluationandSummativeevaluation inDistanceEducation. Comprehensiveand continuous evaluationin DistanceEducation.

- IssuesinDistanceEducation-quantity,quality, relevanceandeffectiveness.

-

Transaction Mode

Lecture,Seminar,teamteaching,tutoring,dialogue,peergroupdiscussion,mobileteaching, self-learning, Collaborativelearning, Cooperativelearning and Roleplay.

BooksRecommended/EssentialReading Materials

Garg, S., Panda, S., Murthy, C. R. K. & Mishra, S. (Eds) (2006). Open and distanceeducationin global environment. NewDelhi:Viva Books.

Garg,S.,Puranik,C.,Venkaiah,V.,&Panda,S.(Eds)(2006).Fourdecadesofdistance education inIndia: reflectionson policy and practice. NewDelhi:Viva Books.

ICDE (1995). 17th World conference for distance education, one world, many voices,conference papers, (Ed.) David Sewart (All references to Eastern Europe areformVol. 1).

IGNOU(1988).Growthandphilosophyofdistanceeducation.(Block1,2&3). IGNOU,NewDelhi.

Rathore,H. C. S.(1993).Managementofdistanceeducationin India.NewDelhi:Ashish Publishing House.

Sahoo,P.K. (1987).Open learning system. NewDelhi: Uppal.

Suggested Reading Materials

Criscito Pat (2004).Barron 's guide to distance learning**.** Barron's E Publisher.

Daniel,J.S.etal;(1982).Learningatadistance:aworldperspective.AthabascaUniversity,Edmonton.

Garrison,D.R.(1989).Understandingdistanceeducationframeworkforfuture. Routledge,ChapmanandHall, London.

Holmberg,B.(1986).Growthandstructureofdistanceeducation.London:CroomHelm.

Holmberg,B.(1985). Statusandstructureofdistanceeducation(2 Ed.).Lector Publishing.

Holmberg,B.(1989).Theoryandpracticeofdistanceeducation.Routledge,Chapman& Hall, London.

Kaye,&Rumble(Ed)(1981).Distanceteachingforhigherandadulteducation. London: Croom Helm.

Keegan,D.(1989). Foundationsofdistanceeducation.London:Routledge.

Race, Phil (1994). The open learning handbook, second edition, London: Kogan Page.RumbleGrevileandHarry,Keith(1982).Thedistanceteachinguniversities.London. Croom Helm Ltd.

***

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	4	5	4	5	5	2	5	2
CO2	4	5	5	5	2	4	5	4	2	5
CO3	5	2	5	2	5	5	4	5	4	2
CO4	4	4	5	4	4	4	5	4	5	4
CO5	2	4	2	5	5	2	4	2	4	5

Course Type: **FIELD INTERNSHIP**

Course Code: **FI-301**

Course Title: **FIELD INTERNSHIP IN EDUCATION**

Credits: 3	Mid Sem.: NIL	End Sem.: 50 Marks	Full Marks: 50	Total Hours: 45

L	T	P	Credits
0	0	3	3

Course Outcomes (COs):

At the end of the course, the students will be able to:

CO1: Critically analyze the administrative activities of secondary teacher education program/Secondary school practices/Higher secondary school practices.

CO2: Discuss the process of curriculum designing and development.

CO3: Explain evaluation of training processes in in-service centers.

CO4: Assess the outcomes of training programs.

CO5: Practice innovative teaching techniques and evaluation in secondary teacher education program/Secondary school practices/Higher secondary school practices

Course Contents:

The field internship shall be conducted during the Semester-III. The fundamental purpose of this internship programme is to develop the pedagogical skills of the interns with regard to secondary teacher education programme/Secondary school practices/higher secondary school practices. It will be carried out under the supervision of the Internship Coordinator keeping in mind the following aspects:

1. The interns will be given comprehensive orientation about the detailed modalities of the internship by the internship coordinator and other faculty members.

2. The interns will be trained on different innovative method(s) of teaching, conduct of online class and evaluation, development of e-modules of four quadrants and its delivery, curriculum development as per CBCS pattern, question preparation of different difficulty level i.e., easy, moderate and difficult covering different domains of Revised Bloom's Taxonomy like Remembering, Understanding, Applying, Analyzing, Evaluating and Creating, text-book analysis and application of educational apps. in the teaching-learning process, action research etc. as will be decided by the faculty members and the internship coordinator and will practice all these in a simulated condition in the University for at least two weeks.

3. After the simulated practice on different activities the interns will go to the field i.e., any secondary teacher training institution/Secondary school/Higher secondary school as per allotment and will deliver there at least five lessons and will carry out other activities as will be decided by the Department from time to time.

4. The interns will carry out these activities in the institution for at least one week under the supervision of their mentors as decided by the internship coordinator with the approval of the HoD.

5. On completion of the internship, the interns will prepare areport and submit to the Department.

Evaluation Criteria

A three member-examiner panel will be prepared by the HoD including the internship coordinator for the conduct of the presentation of the internship report and final viva-voce examination.

Mid-Semester: NIL		
End-Semester:		
1 a) Attendance: 05 Marks b) Overall behaviour of interns: 10 Marks c) Performance in the field: 05 Marks d) Internship report preparation: 10 Marks e) Presentation of the internship report: 10 Marks	: 40 Marks	To be evaluated by Internal Examiners panel.
2 Viva-Voce Examination	: 10 Marks	
Total	: 50 Marks	

***

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	5	4	4	5	4	4	2	5	4
CO2	5	2	4	5	4	5	4	4	5	2
CO3	5	5	4	4	5	5	5	5	4	5
CO4	4	2	5	5	2	4	4	4	2	4
CO5	5	4	2	4	4	5	2	5	5	5

SEMESTER-IV

Course Type: **HARD CORE**

Course Code: **HC-401 (Theory)**

Course Title: **HISTORICAL BASES OF EDUCATION**

Credits: 5	MidSem.: 30Marks	EndSem.:70Marks	FullMarks:100	Total Hours: 75

L	T	P	Credits
5	0	0	5

CourseOutcomes (COs):

On completion ofthecourse the students will be able to:

CO1: Critically examine the ancientsystem of education.
CO2: Analyzetheimpactofancienteducationalsystemonthepresenteducationalsystem.
CO3: Understand the educational development in medieval India.
CO4: EvaluatetheimpactofBritisheducationalsystemonIndian education system.
CO5: Acquaint them the reports of different commissions on educational improvement in the country.

Course Contents

Unit-I:Ancient SystemofEducation (CLO1, CLO2)   **15 Hours**

- Developmentofeducationduring Vedic and Post Vedic periods with reference to aims, admission system, centres oflearning, curriculum, methods of teaching, discipline, examination system,roleofthe teacher.

- Developmentofeducationduring Jainism period with reference to aims, admission system, centres oflearning, curriculum, methods of teaching, discipline, examination system,roleofthe teacher.

- Developmentofeducationduring Buddhist period with reference to aims, admission system, centres oflearning, curriculum, methods of teaching, discipline, examination system,roleofthe teacher.

Unit-II: Education in Medieval Era (CLO3)   **15 Hours**
- Progress of Education during Medieval Times: Concept of Education in Islam, Need of Islamic Education in modern education system. .

- State Patronage and Growth of Education in Muslim Period. Important Educational Centres.

- Primary and secondary education, Education of Women, curriculum, methods of teaching, Teacher-Pupil Relationship during Muslim Period.

Unit-III:Education in Pre-independence Period (CLO4)   15 Hours

- Contributions of Indian Charter Act 1813 and Macaulay's Minute (1835) to progress of education in the country.

- Contributions of Woods Dispatch (1854) and Hunter Education Commission (1882) to progress of education in the country.

- Contributions of Calcutta University Education Commission (1917), Zakir Hussain Committee (1937) and Sargent Report(1944) to progress of education in the country.

Unit-IV:EducationinPost IndependentIndia-I (CLO5)   15 Hours

- Recommendations of University Education Commission (1948) for development of higher education.

- Recommendations of Secondary Education Commission (1952-53) and Kothari Commission (1964-66) for progress of education.

- Features of National Policies on Education-1968, 1986, 1992 and POA.

Unit-V:EducationinPost IndependentIndia-II (CLO6)   15 Hours

- Initiatives for School Education: Operation Blackboard, DPEP, Sarva Shiksha Abhiyan (SSA), RMSA, RTE Act.

- Recommendations of National Knowledge Commission (2006), Yashpal Committee Report (2009) and JusticeVerma CommitteeReport(2012) for development of education system.

- Role of National Curriculum Framework-2005 and National Curriculum Framework for Teacher Education (2009) for reformation of curriculum.

Transaction Mode

Lecture, Seminar, team teaching, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning and Role play.BooksRecommended/EssentialReadings

---

Aggarwal,J.C.(2010).LandmarksinthehistoryofmodernIndianeducation(7thEd)NewDelhi: Vikash Publishing Pvt. Ltd.

Das, K.K. (1993). Development of education in India. New Delhi: Kalyani Publishers

Dash,B.N. (1991). Development of education in India. New Delhi: Ajanta Prakashan.

Keay,F.E.&Mitra,Sukumar(1978).AhistoryofeducationinIndia.NewDelhi: OxfordUniversityPress

Mukherjee, R.K. (1988). Ancient Indian education. New Delhi: Motilal Banarsidass.

Mukherjee,R.K. (1989).The Gupta Empire.NewDelhi:MotilalBanarsidass

Naik,J.P.&Narullah,S.(1996).Astudent'shistoryofeducationinIndia.NewDelhi:McMillan IndiaLtd.

Rawat, P.L. (1989). History of Indian education New Delhi: Ram Prasad & Sons.

Ghosh,S.C.(1989).EducationpolicyinIndiasincewarrenHastings,Calcutta:N-Prakashan.

SuggestedReadings

Altekar,A.S. (1934),Educationinancient India, Banaras: IndianbookShop.

DasGupta,S.N.(1988). AhistoryofIndianphilosophy.(5Vols.) Delhi:MotilalBanarasiDass.

MHRD,GOI(1986).Nationalpolicyoneducation. New Delhi: TheAuthor

MHRD,GOI(1993).Learningwithoutburden.YashpalCommitteeReport(1993). NewDelhi: TheAuthor

Ministry of Education, GOI (1964-66). Education and national development. (Report ofeducationcommission (1964-66). New Delhi: TheAuthor

Sen, B. (1989). Development of technical education in India and state policy-ahistorical perspective. Indian Journal of History of Science, 24 (2): 224-248,IndianNational ScienceAcademy.

***

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	4	5	4	5	5	4	5	2
CO2	4	4	5	4	4	4	4	4	4	4
CO3	5	5	4	5	5	2	5	2	2	4
CO4	2	5	2	4	4	4	4	4	4	4
CO5	4	4	2	4	2	4	2	5	4	5

Course Type: **HARD CORE**

Course Code: **HC-402 (Practical)**

Course Title: **SELF DEVELOPMENT**

Credits: 5	Mid Sem.: 30	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
0	0	5	5

Course Outcomes (COs):

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

CO1: Identify personality traits, values, skills and interests.

CO2: Gain self-awareness and emotional awareness.

CO3: Manage time effectively.

CO4: Exhibitthe qualities of a professional teacher**.**

CO5: Develop sensitivity towards socio-cultural issues.

.

Course Contents

Unit-I: Understanding Self(CLO1) 15 Hours

Activities

- "Who am I" Self-concept.
- SWOT analysis-an exercise to identify Strengths, Weaknesses, Opportunity and Threats
- Use of Johari's Window to know one's perception about self and others.

Unit-II: Self-management in Stressful Situations (CLO2, CLO3)   15 Hours

Activities

- Workshop for inner observation for self-knowing while in stress or in emotions and to develop skills of self-management
- Understanding Emotions and Interpersonal Relationships.
- Managing Conflict and managing/ resolving critical situations in life.

Unit-III: Developing 'Self 'as Professional (Teacher) (CLO4)   15 Hours

Activities

- Observe the effective teacher in the classroom.
- Training on skill of presentation in Seminars.

- Training on Group Discussion/ Sharing Personal Experiences, Facing Mock Interview.

Unit-IV: Self and Social Responsibilities (CLO5, CLO6)   15 Hours

Activities

- Organising awareness programme on socio-cultural issues.
- Organising awareness programme on educational issues.
- Organising awareness programme on eco-system and environmental issues.

Unit-V: Self-reflection and Documentation (CLO7)   15 Hours

Activities

- Interviewing an effective Teacher.
- Review of educational films, Analysis of biography and autobiography of educationists.
- Visualizing life aspirations.

Course Transaction Mode
Workshop, Group Discussion, Seminar/Presentation, Field Visit

Action Plan for Mid-Semester (Total Marks: 30)

- *Each Student has to complete any two practical and submit reports.*

Action Plan for End-Semester (Total Marks: 70)

- *Each Student has to complete any three practical and submit reports.*

List of Practical

1. SWOC Analysis of self and writing a report.
2. Managing time (Preparation of report on managing time).
3. Preparation of CV and facing mock interview.
4. Writing a report on awareness programme.
5. Analysis of biography/autobiography of educational thinkers and writing a report.
6. Preparing PPTs and giving presentation on any emerging topic.
7. Preparing an interview schedule for an effective teacher and taking interview.
8. Reviewing an educational film and writing a report.

Evaluation Criteria

Mid-semester:			
1	Two Practical Reports including viva-voce Examination (Internal)	30 Marks	To be evaluated by Internal Examiner
End-semester:			
1	Three Practical Reports (Internal and External)	60 Marks	To be evaluated by both External and Internal Examiner
2	Viva-Voce Examination	10 Marks	To be evaluated by both External and Internal Examiner

Total	100 Marks	

Books/Documents Recommended

Agochiya, D. (2010). Life competencies for adolescents-training manual for facilitators, teachers and parents. New Delhi: Sage Publications Pvt. Ltd.

Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21stcentury, UNESCO.

International Journal of Life Skills Education.

Krishnamurti, J. (1998). On Self- knowledge. Chennai: Krishnamurti Foundation, India.

Krishnamurti, J. (2000). Education and significance of life. Chennai: Krishnamurti Foundation, India.

Palmer, J. A. (ed.) (2001). Fifty modern thinkers of education, Routledge Publishers.

Schneider, F.W., Gruman, J.A. & Coutts, L.M. (Eds.) (2012). Applied social psychology understanding and addressing social and practical problems, Second edition, New Delhi: Sage Publications Pvt. Ltd.

***

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	4	2	5	4	5	2	5	2
CO2	4	4	2	4	4	2	4	5	4	4
CO3	5	4	4	5	2	5	4	4	2	5
CO4	5	2	5	5	5	4	2	5	4	5
CO5	2	5	5	4	5	2	4	4	4	4

Course Type: **HARD CORE**

Course Code: **HC-403**

Course Title:**DISSERTATION**

Conducting Research and Writing Report

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
0	0	5	5

Course Contents

Course Activities:

1. Each student has to conduct research on a relevant and duly approved educational topic under the supervision of a faculty member of the P.G. Department of Education.

2. The dissertation must be submitted along with a plagiarism free test certificate as per the date notified.

3. The dissertation shall be evaluated jointly by an External Examiner and Internal Examiner (supervisor is the internal examiner) on the basis of relevance of the topic, quality of research input, quality of report and presentation.

4. There shall be an open viva-voice test where all the students of the P.G. and Ph.D. students of the Department will remain present and participate in the discussion of the presentation.

5. The student will be evaluated on the basis of her knowledge of the topic, research methodology followed, style of presentation and clarification of doubts raised by examiners or any other aspect of the research work that the examiners would consider suitable.

Evaluation Criteriafor Dissertation

1	Conduct research and submission of dissertation (Final Report for evaluation by External and Internal Examiners)	80 Marks (End Sem.)
2	Viva-Voce Examination of the dissertation (External and Internal Examiner)	20 Marks (End Sem.)
	Total	**100 Marks**

***

Course Outcomes (COs):

At the end of the course, the students will be able to:

CO1: Conduct research independently on an educational problem.
CO2: Develop analytical skills and logical thinking in the process of conducting research.
CO3: Understand the implications of educational research in generating new knowledge.
CO4: Prepare a research report.

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	4	5	5	5	2	5	4	2
CO2	5	5	5	2	4	4	4	5	4	5
CO3	4	4	4	4	5	4	4	4	5	4
CO4	2	5	5	5	4	5	5	5	5	4

Course Type: **CORE ELECTIVE**

Course Code:**CE-401 (Theory)**

A. Course Title: **COMPARATIVE EDUCATION**

Credits: 5	MidSem.: 30Marks	EndSem.:70Marks	FullMarks:100	Total Hours:75

L	T	P	Credits
5	0	0	5

Course Outcomes (COs):
On completion of the course, the students will be able to:

CO1: Develop understanding about comparative education, its conceptual framework and relevance.

CO2: Critically examine the different approaches in comparative education.

CO3: Acquire knowledge to examine the education systems in relation to other countries and international standards.

CO4: Comprehend the system of education in India and other countries like USA, South Korea in particular.

CO5: Improve the skills necessary for working with international databases, to critically reflect and to analyze the educational systems from a comparative perspective.

Course content

Unit-I: Comparative Education 15 Hours
- Comparative Education- nature, need, scope and importance.
- History and development of comparative education. The Factors determining the education system of a country.
- Approaches of comparative education-Historical,Cross/multi-disciplinary, Sociological, Quantitative/Scientific and Issue Oriented Approach.

Unit-II: Education across the Globe. 15 Hours
- Innovations and changes in education in India and across the Globe.
- Schooling in the Government (public) schools: insights from PROBE and ASER
- Influence of international actors and professional societies like UNESCO, BRICS, EU, IECD, World Bank, WCCES (World Council of Comparative Education Societies), CIES (Comparative and International Education Society) etc. on educational policy in general.

UNIT-III: Education in India and USA 15 Hours
- Elementary, Secondary and Higher Secondary Education in India and USA.
- Higher Education in India and USA.
- Teacher Education in India and USA.

UNIT-IV: Education in India and UK 15 Hours
- Elementary, Secondary and Higher Secondary Education in India and UK.
- Higher Education in India and UK.
- Teacher Education in India and UK.

UNIT-V: Education in India and South Korea 15 Hours
- Elementary, Secondary and Higher Secondary Education in India and South Korea.
- Higher Education in India and South Korea.
- Teacher Education in India and South Korea.

Course Transaction Mode

Lecture, Seminar, E-Team Teaching, E-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Cooperative Learning

---

Books Recommended/ Essential Readings

Alexander & Robin, J. (2001). Culture and Pedagogy-International Comparisons in Primary Education: Wiley-Blackwell; UK

Barrett, M.(2007).Children's Knowledge, Beliefs and Feelings About Nations and National Groups-Essays in Developmental Psychology. Psychology Press; Sussex

Benavot, A.& Braslavsky,C.(ed.)(2006).School Knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education. Springer; Comparative Education Research Centre, University of Hongkong.

Bray, M., Adamson, B. & Mason, M. (Eds.) (2007).Comparative Education Research. Approaches and Methods. Hong Kong: Springer.

Bray,M.& Adamson,B. & Mason, M.(ed.)(2007).Comparative Education Research-Approaches and Methods.Springer;Comparative Education Research Centre, University of Hongkong.

Chakravarti, B.K. (2005). A text book of comparative education. Delhi; Dominant Publishers and Distributors.

Chaube, S.P. and Chaube, A.(1985). Comparative education. New Delhi: Vikas Publishing House.

Choube & Choube, (1986).Tulnaatmak shiksha ka adhyayan:Vikas Publishing House,Agra (in Hindi).

Cowen, R. & Kazamias, A.M. (eds.) (2009). International Handbook of Comparative Education. Part Two. London: Springer.

Cowen, R. (2000). Comparing futures or comparing pasts? Comparative Education, 36(3), p.333–342.

Cowen,R.&Kazamias,A.M.(ed.)(2009).International Handbook of Comparative Education-Part One and Two.London.Springer;New York.

Crossley,M.(2008).Bridging Cultures and Traditions for Educational and International Development: Comparative Research, Dialogue and Difference. International Review of Education, 54, p.319-336.

Dale, R., & Robertson, S. (Eds.) (2009).Globalisation and Europeisation in Education. Symposium Books: Cambridge University Press.

David, B., LeTendre, &Gerald, (2005).National Differences, Global Similarities: World Culture and the Future of Schooling. Edition: Publisher: Stanford University Press

European Commission, (2007).Progress towards the Lisbon Objectives in Education and Training. Indicators and benchmarks, Publisher: European Commission

Geetha,T.(ed.)(2009).A Comparative Study of Curriculum in I.B., C.I.S.C.E. and C.B.S.E. Boards, Project Report of The International Baccalaureate; Singapore.

Gupta, N. (2001).The Development of Higher Education in India and China since the 1950s in The 11ᵗʰCongress of WCCES (World Council of Comparative Education Societies),Korean National University of Education, Chungbuk, South Korea.

Hellsten, M., & Reid, A. (2008). Researching International Pedagogies. Sustainable Practice for Teaching and Learning in Higher Education. Dordrecht: Springer.

Kaushik, V.K. and Sharma, S.R. (2002). Comparative education. New Delhi: Anmol Publications.

Kubow, P. K., & Fossum, P. R. (2007). Comparative education: Exploring issues in international context. Boston: Pearson Merrill.

Kubow, Patricia K. & Fossum, Paul, R. (2007).Comparative Education: Exploring Issues in International Context (2nd Edition), Publisher: Prentice-Hall.

Larsen, Marianne, A.(2010).New thinking in Comparative Education-Honoring Robert Cowen.Rotterdam;Sense Publishers.

Lawal, B. O. (2004). Comparative education. Oshogbo: Swift Publishers Nigeria Ltd.

Madhu Singh, (2013).Educational practice in India and its foundations in Indian heritage: a synthesis of the East and West? UNESCO Institute of Life Long Learning, Hamburg, Germany https://doi.org/10.1080/03050068.2012.740222

Manzon,M.(2011).Comparative Education: Springer; The Construction of a Field. Comparative Education Research Centre, University of Hong Kong.

Marshall, J. (2014). Introduction to Comparative and International Education. London: Sage.

Meyer, H.D. & Benavot, A. (eds.) (2013). PISA, Power, and Policy: the emergence of global educational governance. Oxford: Symposium Books Ltd.

OECD, (2007). Education at a Glance 2007, Publisher: OECD IndicatorsSouth Asia. Hyderabad: Orient Longman.

Sharma, R.A. (--) Comparative education. Meerut: Lall book depot

Sharma, Y.K.(--) comparative education: A Comparative Study of Educational System. New Delhi: Kanishka Publishers.Ninnes, P., & Hellsten, M. (2005). Internationalizing Higher Education. Critical Explorations of Pedagogy and Policy. CERC Hong Kong: Springer.

Tobin, J. J., Hsueh, Y., & Karasawa, M. (2009). Preschool in three cultures revisited: Japan, China, and the United States. Chicago: University of Chicago Press.

Web Resources

Comparative and International Education Society: http://www.cies.us

http://data.worldbank.org

http://en.unesco.org

http://hdr.undp.org/en

http://mhrd.gov.in/

http://shodhganga.inflibnet.ac.in/

http://wcces-online.org/

http://www.asercentre.org/p/51.html?p=61

http://www.euroeducation.net/prof/russco.html

http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/moe_2792/

https://doi.org/10.1086/695486

https://www.ugc.ac.in/

ncert.nic.in/

ncte-india.org/

∗∗∗

Mapping of Course Outcomes with the programmes outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	4	5	5	2	5	4	4	2
CO2	4	4	4	2	4	5	5	2	4	2
CO3	5	2	5	4	2	5	4	2	5	4
CO4	5	5	5	4	4	4	2	5	5	4
CO5	2	5	2	5	4	4	4	5	5	5

Course Title: **PEACE AND HUMAN RIGHTS EDUCATION**

Credits: 5	MidSem.: 30Marks	EndSem.:70Marks	FullMarks:100	Total Hours:75

L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

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

CLO1: Understand the need of peace education in life and role of education for the establishment of world peace.

CLO2: Critically examine the aspects of conflicts management, results of conflicts and role of world community.

CLO3: Explain the importance of human rights and education at different level of education.

CLO4: Locate the most vulnerable human rights violation places nearby and visit to gain direct experience.

CLO5: Discuss the reports of different commissions and role of eminent personalities for the establishment of world peace.

Course Contents

Unit-I:IntroductiontoPeaceEducation (CLO1)   15 Hours

- Peace-concept, need importance of peace in human life.

- Peace Education-concept, Scope, need and importance; key component of peace Education.

- Aims and objectives of peace education at different levels. Role of education in world peace.

Unit-II:Conflicts andtheirResolutions (CLO2)   15 Hours

- Conflicts- concept and types; Bases of Conflicts. Conflict Management Strategies.

- Positive and Negative aspects of Conflicts (Impacts of Conflicts).

- Economic Exploitation, Deprivation, Equitable Economic World Order, Non-Aligned Movement,Campaign forNuclearDisarmament.

Unit-III:Human RightsEducation (CLO3, CLO4)   15 Hours

- Human Rights Education: concept, genesis and need.

- Principles of HumanRights Education. HumanRightsEducation atvarious levelsofeducation.

- Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at schoollevel.

Unit-IV:Transactionof HumanRightsEducation (CLO3, CLO4)   15 Hours

- Methods of Teaching Human Rights: Drama and Role Play, Brainstorming, Lecture, Discussion, Seminars and Workshops, and Projects.

- Becoming peace teacher – acquisition of relevant knowledge, attitudes, values and skills.

- VisitstoOrphanageandOldagehome,CelebrationofInternationalDays,Collecting documents on human rights, displaying human rights materials onbulletinboard and organizing debate.

Unit-V:CommissionReportsonPeaceEducationandContributionofeminentpersonalitiesfor peace (CLO5)   15 Hours

- Delor's Commission 1996, UNESCO's Conference for Peace and International Understanding, Tokyo 1999, Global Campaign for Peace Education 1999.

- Conflict resolution as a fundamental type of peace education.

- RoleofNationalHumanRightsCommissionandStateHumanRights Commissionforpeaceeducation.   Contributionofeminentpersonalitiesforpeace: M o t h e r   T e r e s a , Gandhi,Tagore, andAurobindo.

Course Transaction Mode
Lecture,Seminar,workshops,teamteaching,tutoring,dialogue,peergroupdiscussion, mobile teaching, self-learning, Collaborative and Cooperative learning andRoleplay

Books Recommended

Agarwal,H.D.(1993)ImplementationofHumanRightsContentswithspecialreferencetoIndia.D.K
    Publishers. NewDelhi.

Bhalle,S.L(1993).HumanRights:AnInstitutionalFrameworkforImplementation.   D.K.   Publishers. NewDelhi.

Brocke-Utne,B.(1985)Educatingforpeace:Afeministperspective.NewYork:PergamonPress.

Delor Jacques.(1996). Learning the Treasures Within. UNESCO Publishing, Paris.Harris, I. & Morrison,   M.   (2003).   Peace   Education.   New   York: McFarland   & Co.Johnson,D.W.&Johnson,R.T.(1991).Teachingstudentstobepeacemakers.Edina, MN:Interaction BookCompany.

Loknath,M.(2009).PeaceEducationFrameworkforTeachers.NewDelhi:A.P.HPublishing   Corporation.

Montessori,   M.   (1972).   Education   and   peace.   Chicago:Henry   Regnery.Naseema,C. (2002).HumanrightsEducation.KanishkaPublications.NewDelhi

NCERT.(2004).PeaceEducation:SelfInstructionalPackageforTeacherEducation. NCERT, NewDelhi.

NCERT.(2005).NationalCurriculumFramework,NewDelhi.

NCERT.(2006).NCF2005PositionPaper,NationalFocusGrouponEducationforPeace.New Delhi.

Pathak, C.k. (2003).Human Rights Education.RajatPublications.NewDelhi.

Reardon,B.(1993).Womenandpeace:Feministvisionsofglobaleducation.Albany,NY:State   University of New York Press.

Timpson,W. (2002).Teaching andlearning peace.Madison, WI:AtwoodPublishing.

***

Mapping of Course Outcomes with the programs outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	4	2	4	5	5	4	5	5
CO2	5	5	5	4	5	4	4	4	5	2
CO3	4	4	4	5	4	4	5	2	4	2
CO4	2	5	4	4	5	4	4	4	2	4
CO5	5	5	5	5	4	5	5	5	5	5

A. Course Title: **GUIDANCE AND COUNSELLING IN EDUCATION**

Credits: 5	MidSem.: 30Marks	EndSem.:70Marks	FullMarks:100	Total Hours:75

L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

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

CO1: Describe the concept, nature and purpose of guidance and counselling.

CO2: Understand the techniques and theories of counselling.

CO3: Identify the concept and technique of group and individual guidance.

CO4: Develop skills for guidance and counseling in secondary schools

Course Contents

Unit-I:Introduction to Guidance and Types (CLO1, CLO2)   15 Hours

- Concept and Purpose of guidance:self-understanding,self-discovery,self-reliance,self-direction, self-actualization.

- Guidance : Scope and Principles with reference to India.

- Types of guidance-educational guidance,vocational guidance and personal guidance.

Unit-II:ConceptandTechniquesofCounselling (CLO1, CLO2)   15 Hours

- Counseling–Meaning, Need, Procedure and Types.

- Techniques of counselling: Directive counseling-concept, advantages and limitations. Non-Directive Counseling-concept, advantages and limitations. Eclectic Counselling-concept, advantages and limitations

- Theories of Counseling (Behaviouristic, Rational, Emotive and reality)

Unit-III: Group Guidance (CLO3)   15 Hours

- Meaning, advantages, principles and kinds of group guidance.

- Organizing guidance services at school and college level

- Groupguidancetechniques:Careertalk,orientationtalk,groupdiscussion,careerconference, careercorner

Unit-IV:IndividualGuidance (CLO3)   15 Hours

- Individual guidance with special emphasis on problems of adolescents.

- Guidance of exceptional children-Physically Handicapped, Gifted and children with Behavioral Problems

- Nature and causes of behavioral problems among underachieving students. School discipline problems, bullying,drug abuse, truancy, anddropout.

Unit-V:GuidanceServices andCurriculum (CLO4)   **15 Hours**

- Types of guidance services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research & Evaluation, Resources required for organizing guidance services.

- Role of principal and teachers in guidance programmes.

- Integrationofguidanceandcurriculum:need,importanceandroleofteachers.

Course Transaction Mode

Lecture, seminar, workshops, team teaching, tutoring, dialogue, peer groupdiscussion, mobile teaching, self-learning, collaborative and cooperative learning androleplay.

Books Recommended/Suggested Books

Gibson,R.L.,&Mitchell,M.H.(2008).Introductiontocounsellingandguidance.   NewJersey:Pearson PrenticeHall.

Gupta,S.(2013).Guidanceandcareercounselling.NewDelhi:A.P.H.PublishingCorporation.

Jothiet. al. (2009).Guidanceand counselling. NewDelhi: Centrum Press.

Naik,D.(2007).Fundamentalsofguidanceandcounselling.NewDelhi:AdhyayanPublishersand Distributors.

Nayak,A.K.(2014).Guidanceandcounselling.NewDelhi:A.P.H.PublishingCorporation.

Pal,O.(2011).Educationalandvocationalguidanceandcounselling.NewDelhi: A.P.H.PublishingCorporation.

Sharma,R.N.,&Sharma,R.(2013).GuidanceandcounsellinginIndia.NewDelhi:AtlanticPublishers   and Distributors (P) Ltd.

Siddiqui,M.H.(2015).Guidanceandcounselling.NewDelhi:A.P.H.PublishingCorporation.   Suggested

Suggestede-books

Educationaland VocationalGuidanceIn Secondary Schools

Suggested   **Websites**http://www.counselling-directory.org.ukwww.psychologytoday.comhttp://qu.edu.iq/eduw/wp-content/uploads

https://www.csbsju.edu/psychology/student-resources/issues

***

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	5	2	4	4	4	5	2	2	5
CO2	4	2	4	2	4	2	4	4	4	5
CO3	4	2	4	2	5	4	4	2	4	4
CO4	5	5	5	5	2	4	2	2	5	4

Course Type: **ALLIED CORE**
Course Code: **401 (Theory)**
Course Title: **WOMEN AND SOCIETY**

(Common to all P.G. students)

Course Outcomes (COs)

After completion of Course students will be able to:

CO1.Familiarize with the women lead environmental movements and women's participation in the climate resilience natural resources management.

CO2.Acquire knowledge on the differential impact of climate change disasters.

CO3.Be familiar with the role of technology and how has ICT brought about a change in on women's everyday lives and livelihoods.

CO4.It will enhance students' critical thinking in the use and management of technology in different productive sectors across different category of women.

CO5.Gain an insight into the women and law from rights and equality of opportunity in the access to justice as well as the nuances involved in it.

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	5	5	5	4	4	5	2	4	4
CO2	4	5	4	5	4	5	4	4	5	4
CO3	5	4	2	4	2	4	4	5	5	5
CO4	5	2	5	2	4	5	5	4	2	4
CO5	2	5	5	5	5	5	2	5	5	5

Nature of Course: Allied Core
Course Code: AC-401
Theory: Women and Society

Unit: 3 Credit: 3   **Total Mark: 50 (MidSem.15 + EndSem: 30)**

Course Outcomes (COs)

After completion of Course students will be able to:

CO1.Familiarize with the women lead environmental movements and women's participation in the climate resilience natural resources management.

CO2.Acquire knowledge on the differential impact of climate change disasters.

CO3.Be familiar with the role of technology and how has ICT brought about a change in on women's everyday lives and livelihoods.

CO4.It will enhance students' critical thinking in the use and management of technology in different productive sectors across different category of women.

CO5.Gain an insight into the women and law from rights and equality of opportunity in the access to justice as well as the nuances involved in it.

CO6.Entrust with the duties of framing reports, conducting research and development activities and solving the issues of injustice imparted to the public.

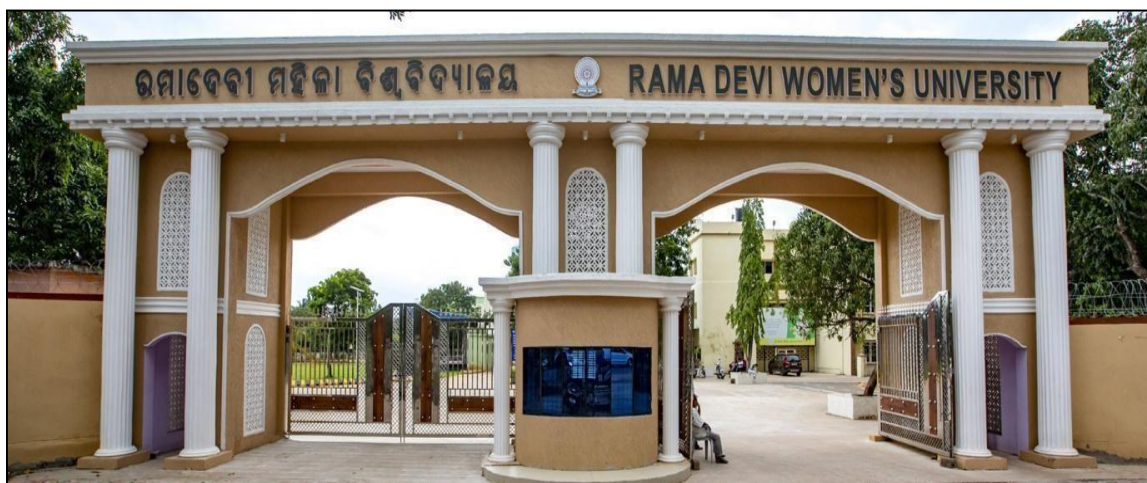**Mapping of Course Outcomes with the programmes outcomes:**

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	2	5	4	4	2	2
CO2	4	4	2	5	4	5	2	5	4	4
CO3	2	5	2	2	5	5	4	4	5	5
CO4	4	5	4	4	4	4	5	2	4	4
CO5	5	4	4	4	5	2	4	4	4	5
CO6	5	2	5	5	4	4	2	5	5	4

- Note related: 1
- From What Related: 2
- Nutral: 3
- Moderately Related: 4
- Highly Related: 5

HOD, EDUCATION

DEPARTMENT OF EDUCATION
SYLLABUS OF Ph.D. PROGRAMME

RAMA DEVI WOMEN'S UNIVERSITY

Vidya Vihar, Bhubaneswar-751022, Odisha

Website: https://rdwu.ac.in

PROFESSIONAL ETHICS	GENDER	HUMAN VALUES	ENVIORNMENT	SUSTAINABILITY

Syllabus For
Pre-Ph.D. Coursework (Education)
With effect from
Academic Session 2020-21 Admission Batch

One Semester Duration (Six Months)

FACULTY OF PEDAGOGICAL SCIENCES
P. G. Department of Education

RAMA DEVI WOMEN'S UNIVERSITY
Vidya Vihar, Bhubaneswar-751022, Odisha, India

SCHOOL OF PEDAGOGICAL SCIENCES

P.G. DEPARTMENT OF EDUCATION

Rama Devi Women's University, Vidya Vihar, Bhubaneswar-22, Odisha

SYLLABUS FOR

Pre-Ph.D. COURSE WORK IN EDUCATION

All the scholars of Ph.D. programme of this Department have to undergo Pre-Ph.D. Coursework of one semester duration. On successful completion of the course work, the scholars may be eligible for final registration for Ph.D. subject to recommendation of Department Research Committee (DRC). The syllabus structure for Pre-Ph.D. Coursework in Education is given below.

Papers	Course Title	Credits	Marks	Pass Mark	Remarks	Page No.
Paper-I	Research Methodology and Computer Application (Theory & Practical)	4	100	50%	Subject Specific	2
Paper-II	Curriculum, Pedagogy and Educational Statistics (Theory)	4	100	50%	Subject Specific	5
Paper-III	Review of Related Literature (Practical)	4	100	50%	Common to all subjects	7
Paper-IV	Research and Publication Ethics (Theory & Practical)	4	100	50%	Common to all subjects	9
------	**Total**	**16**	**400**	**50%**	------	--

P.G. DEPARTMENT OF EDUCATION
PROGRAMME OUTCOMES (POs) OF Ph.D. IN EDUCATION

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

PO1. Comprehend concept of quantitative, qualitative and mixed method research methodology

PO2. Select and explain an appropriate method for a research study and conduct review of related literature

PO3. Formulate hypothesis or pose research questions based on the objectives of the study.

PO4. Learn how to prepare research proposal and write research report

PO5. Understand and apply various quantitiatve and qualitative techniques of data collection, analysis and interpretation

PO6. Explain and use various pedagogical skills, technological skills and communication skills in professional career

PO7. Understand concept types of assessment such as assessment fot, of and as learning

PO8. Learn concept of educational management and TQM

PO9. Identify research gap and write the review in a synchronized manner

Po10. Write and summarize the findings of different research studies

P.G. DEPARTMENT OF EDUCATION
PROGRAMME SPECIFIC OUTCOMES (PSOs) OF Ph.D. IN EDUCATION

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

PSO1: Students can go further professional courses like, D.Litt. Distance education, Adult education and Population education etc.

PSO2: Acquired passion for multidisciplinary research in the field of Sociology, Psychology, Philosophy, History, Economics and Political Science etc.

PSO3: Acquired practical knowledge and skills from various field works, internship, research projects, community activities, formal and non-formal interactive sessions.

PSO4: Develop new dimensions of knowledge by opting different open and discipline specific electives to meet the needs of the present society.

PAPER-I:
RESEARCH METHODOLOGY AND COMPUTER APPLICATION

Credits: 04   Full Marks: 100 (Theory 75 + Unit-IV Practical 25)

Course Outcomes (COs)

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

CO1: Comprehend concept of quantitative, qualitative and mixed research methodology.

CO2: Select and explain an appropriate method for a research study and conduct review of related literature.

CO3: Formulate hypotheses or pose research questions based on the objectives of the study.

CO4: Learn how to prepare research proposal and write research report.

Select and develop appropriate research tools for the collection of data.

CO5: Understand and apply various quantitative and qualitative techniques of data collection, analysis and interpretation.

COURSE CONTENTS

Unit-I: Introduction to Educational Research and Quantitative Methods

- *Educational Research*: Concept, types, approaches- Quantitative, Qualitative and Mixed research; Review of related literature; Population and sampling; Choice of instruments/tools; Process of data and analysis.

- *Preparation of Research Proposal*: Components; Objectives and hypotheses/ research questions; methodology.

- *Methods and Designs of Quantitative Research:* Survey Designs; Experimental Designs; Causal-Comparative Design; and Correlational Designs. Report Writing.

Unit-II: Qualitative Research Methods

- *General Process*: Selecting participants and sites; types of qualitative data, process of data collection; validating the accuracy of findings.

- *Grounded Theory Designs; Ethnographic Designs; Narrative Research Designs:* Concept, purpose, types, characteristics, steps in conducting these researches. Ethical issues and evaluation of these research designs.

- *Case Study Designs*: Concept, purpose, types, characteristics. Types of Case Study Designs-particularistic, descriptive, and heuristic. Process of Conducting Case studies. Ethical issues and evaluation of Case study design.

Unit-III: Mixed Methods Designs

- *Mixed Method Designs*: Concept, purpose, and characteristics. Designs- Convergent Parallel, Explanatory Sequential, Exploratory Sequential, Embedded, Transformative, and Multiphase.

- *Steps in conducting Mixed Method Study*: Identifying problem; developing mixed method tools; data collection-quantitative and qualitative data; analyzing data separately, concurrently or both; report writing; ethical issues; evaluation of mixed method research.

- *Action Research Design*: Concept, purpose, characteristics and steps. Types - Practical and participatory. Ethical issues and evaluation of action research.

Unit: IV- Computer Application (Practical Mode) [Practical]

- MS Word, MS Excel, and MS-Power Point: Creating presentations and adding effects. Working with Text, Working with Tables, Graphs and figures, Document preparation, and Formatting.

- Use of software for sample size calculation (Raosoft).

- Use of Spread sheet and SPSS for analysing educational data.

- Referencing Style (APA Style): Bibliography, Webliography.

Course Transaction Mode

The content will be transacted through face to face/ web based lectures, assigning activities/ assignments, presentation in seminar, peer teaching and self-learning mode. In addition to formal teaching learning activities students may be assigned classes of PG/ PG levels to teachstudents to get first and knowledge.

Suggested Readings

APA Manual (7th Edition). Read and Follow for referece writing and others.

Abdi, H., Edelman, B., Valentin, D., & Dowling, W.J. (2009). Experimental design and analysis for psychology. New Delhi: Oxford University Press.

American Psychological Association (2010). Publication manual of the American Psychological Association (6th Ed.). Washington, DC: American Psychological Association

Ary, D., Jacobs, L.C, & Razavieh, A. (2002). Introduction to research in education (6th ed.), Belmont, CA:Wadsworth/Thomson Learning.

Best, J.W., & Kahn, J.V. (2009). Research in education. New Delhi: Prentice Hall of India Pvt. Ltd.

Bogdan, R., & Taylor, S.L. (1975). Introduction to qualitative research methods. New Delhi: John wiley and sons.

Craig, A.M. (2006). Action research-tecahers as researchers in the classroom. New Delhi: Sage Publications.

Creswell, J.W. (2012). Educational research: Planning, conducting, and evaluating, quantitative and qualitative research (4th Ed.). New Delhi : PHI learning Pvt. Ltd.

Ferguson, G.A. & Takane, Y. (1989). Statistical analysis in psychology and education (6th Ed.). New York: McGraw-Hill.

Flick, U. (2012). An introduction to qualitative research. London: Sage Publication.

Garrett, H.E. (1971). Statistics in psychology and education. New Delhi: Paragon International Publisher

Gay, L.R., Mills, G.E., and Airasian, P. (2009). Educational research. Competencies for analysis and applications. New Jersy: Merrill and Pearson.

Guilford, J.P. & Fruchter, B. (1981). Fundamental statistics in psychology and education. New York: McGraw Hill

Kerlinger, F. N., Lee, H. B. (2000). Foundations of behavioural research. New York: Thomson Learning.

Mangal, S.K. (2008). Statistics in Education and Psychology. New Delhi: Prentice-Hall of India Private Limited

Seigel, S. & CastelIan Jr., N.J. (1988). Non-parametric statistics for the behavioral sciences. New York: McGraw- Hill.

Acquaint with the use of different software analysis of data

Mapping of Course Outcomes with the Program outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	4	2	4	5	5	4	5
CO2	4	4	2	4	5	4	5	4	2	5
CO3	4	5	5	4	5	5	4	5	5	4
CO4	5	4	4	5	4	5	4	5	2	5
CO5	5	5	4	4	4	4	5	4	4	5

- Note related: 1
- From What Related: 2
- Nutral: 3
- Moderately Related: 4
- Highly Related: 5

HOD,
EDUCATION

PAPER-II:
CURRICULUM, PEDAGOGY AND EDUCATIONAL STATISTICS
Credits: 04   Full Marks: 100 (Theory)

Course Outcomes (COs)

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

CO1: Explain and use various pedagogical Skills, technological Skills, and communication skills in professional career.

CO2: Understand concept and types of assessment such as: Assessment for, of and as learning.

CO3: Apply various alternative Assessment techniques such as rubrics, portfolio, competency-based assessment and learning outcome

CO4: Learn concept of educational management and TQM.

CO5: Explain the use of normal probability of curve in analysing educational data.

COURSE CONTENTS

Unit-I: Curriculum and Pedagogical Practices

- Curriculum: Concept and types, Difference between curriculum framework, curriculum, syllabus and textbook, Role of the teacher in designing curriculum

- Curriculum planning, designing and implementation.

- Constructivist pedagogy, Experiential learning, Concept Mapping, Collaborative learning and Critical pedagogy

- Pedagogical Skills, Technological Skills, Communication skills.

Unit-II: Transforming Assessment, Evaluation and Educational Management

- Assessment and Evaluation: Concept and classification

- Assessment for, of and as learning.

- Alternative Assessment: Rubrics, Portfolio, Competency based assessment and learning outcome

- Educational Management: Concept and need; Total Quality Management.

Unit-III: Analysis and Interpretation of Educational Data -I

- Normal Probability Curve (NPC): Its applications and Deviation from normality.

- Pearson's Product Moment and Spearman's Rank Order Correlation: Assumptions, computation and interpretation.

- Partial and Multiple Correlation; Linear Regression.

- Sampling Error, Standard Error, Level of significance, Confidence level, Degrees of freedom, One-tailed and two-tailed tests; Types of Errors in testing null hypothesis.

Unit-IV: Analysis and Interpretation of Educational Data -II

- Significance of difference between Two Means- Small sample and large sample; Independent and Correlated Samples.

- Chi-square test: Assumptions and Computation.

- Analysis of Variance (ANOVA): assumptions, computation (one way, two-way) and interpretations.

- Analysis of Covariance (ANCOVA)- Assumptions, Calculation & interpretations.

Course Transaction Mode

The content will be transacted through face to face/ web based lectures, assigning activities/ assignments, presentation in seminar, peer teaching and self-learning mode. In addition to formal teaching learning activities students may be assigned classes of PG/PG levels to teach students to get first and knowledge.

Suggested Readings (Unit-I & II)

Anandan, K. (2010). Instructional technology in teacher education. New Delhi: APH
        Publishing Corporation.

Anderson, C.A & Bowman, M.J (1971). Educational management, London, U.K: Frankas

Ashima V, Deshmukh & Naik A.P (2010). Educational management. Girgaon, Mumbai:
        Himalaya Publishing House.

Bhatnagar, R.P & Verma, I.B (1978). Educational administration. Meerut, India: Loyal Book
        Depot.

Blooms, B.S.(1956). Taxonomy of educational objectives. New York: Longman Green and
        Company

Chand, T. (2008). Principles of teaching. New Delhi: Anmol Publications Pvt. Ltd.

Chau, Ta-Ngoc (2003): Demographic aspects of educational planning. Paris: International
        Institute for Educational Planning.

Chiniwar, P. S. (2014). Technology of teaching. New Delhi: Anmol Publications Pvt. Ltd.

Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996). Psychological testing and assessment.
        an introduction to the tests and measurement. California: Mayfield Publishing Co.

Earl, L.M. (2006). Assessment as learning: using classroom assessment to maximize student
        learning. Thousand Oaks, California: Corwin Press

Goswami, M. (2011). Measurement and evaluation in psychology and education. Hyderabad: Neelkamal Publishers

Gronlund, N.E. (2003). Assessment of student Achievement. Boston: Allyn & Bacon.

Hopkins, KD. (1998). Educational and psychological measurement and evaluation. Boston: Allyn and Bacon.

Kimbrough, S.Ralph, Michall & Nunnery. Educational administration. New York: Mc Millan Company.

Kizlik, B. (2012). Measurement, assessment, and evaluation in education. website: http://drjj.uitm.edu.my/drjj/obe%20fsg%20dec07/obejan2010/drjj-measure-assess-evaluate-adprima-n-more-17052012.pdf. Retrieved on December 01, 2015.

Kochar, S.K (2011). School Administration and Management. New Delhi: Sterling Publishers Private Limited.

Linn, R.L. & Gronlund, N.E. (2000). Measurement and assessment in teaching. London: Merrill Prentice Hall.

Oliva, P.F. (2001). Developing the curriculum (Fifth Ed.). New York, NY: Longman

Ornstein, A.C. & Hunkins, E (1998). Curriculum. foundations, principles and issues.Allyn & Bacon, Boston.

Purayil, A. V. (2015). Educational technology. New Delhi: APH Publishing Corporation.

Ranford, C. P. (2013). Strategies for successful student teaching. New Jersey: Pearson Publications.

Singh, A.K. (2016). Tests, measurements and research methods in behavioural sciences. New Delhi: Bharati Bhawan Publishers.

Taba Hilda (1962). Curriculum development: Theory and Practice. New York, Harcourt Brace, Jovanovich Inc.

Suggested Readings (Unit-III & IV)

Abdi, H., Edelman, B., Valentin, D., & Dowling, W.J. (2009). Experimental design and analysis for psychology. New Delhi: Oxford University Press.

Ferguson, G.A. & Takane, Y. (1989). Statistical analysis in psychology and education (6th Ed.). New York: McGraw-Hill

Garrett, H.E. (1971). Statistics in psychology and education. New Delhi: Paragon International Publisher

Glass, G.V. & Stanley, J.C.(1970). Statistical methods in education and psychology. New Jersy: Prentice Hall.

Guilford, J.P. & Fruchter, B. (1981). Fundamental statistics in psychology and education. New York: McGraw Hill

Lichtman, M. (2006). Qualitative research in education-A user guide..London: Sage Publication.

Mangal, S.K. (2008). Statistics in Education and Psychology. New Delhi: Prentice-Hall of India Private Limited

McCall, R. (1993). Fundamental Statistics for the Behavioral Science. New York: Harcourt Brace

Ravid, Ruth. (2000). Practical Statistics for Education. New York: University Press of America.

Seigel, S. & CastelIan Jr., N.J. (1988). Non-parametric statistics for the behavioral sciences. New York: McGraw- Hill.

Acquaint with the use of different software analysis of data

Mapping of Course Outcomes with the Program outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	4	2	4	5	5	4	5
CO2	4	4	2	4	5	4	5	4	2	5
CO3	4	5	5	4	5	5	4	5	5	4
CO4	5	4	4	5	4	5	4	5	2	5
CO5	5	5	4	4	4	4	5	4	4	5

PAPER- III:
REVIEW OF RELATED LITERATURE
Credits: 04   Full Marks: 100 (Practical)

***

Course Outcomes (COs)

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

CO1: Identify the research gap and write the review in a synchronized manner

CO2: Select a research area of their interest

CO3: Identify variables relevant to the selected research area

CO4: Summarize the findings of different research studies

CO5: Write a thematic paper on any contemporary issue in the subject

CONTENTS

Each student is required to select a problem on which she has to do intensive review of related studies under the supervision of a faculty member of the Department. She has to review adequate research studies related to the problem and prepare a report.

The student is required to submit a report on the review carried out by her and need to give a power point presentation before the RAC. Assessment shall be made on the basis the following criteria:

1) Relevance of the reviews.
2) Finding the research gap.
3) Standard and quality of writing the review.
4) Style of presentation.
5) Answering the question

Distribution of Marks for Evaluation

1) Report writing and submission   : 50 Marks
2) Presentation   : 30 Marks
3) Viva-voce Test   : 20 Marks

Total: 100 Marks

Acquaint with the use of different software analysis of data

Mapping of Course Outcomes with the Program outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	4	2	4	5	5	4	5
CO2	4	4	2	4	5	4	5	4	2	5
CO3	4	5	5	4	5	5	4	5	5	4
CO4	5	4	4	5	4	5	4	5	2	5
CO5	5	5	4	4	4	4	5	4	4	5

PAPER- IV:
RESEARCH AND PUBLICATION ETHICS
Credits: 04   Full Marks: 100 (Theory-50) + (Practical-50)

***

Course Outcomes (COs)

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

CO1: Understand the basics of philosophy of science and ethics, research integrity, publication ethics.

CO2: Identify research misconduct and predatory publications.

CO3: Comprehend indexing and citations, open access publications, research metrics (citations, h-index, impact factor etc).

CO4: Use plagiarism tools for a valid and ethical research report

COURSE STRUCTURE

A: THEORY

Unit-I: Philosophy and Ethics
- Introduction to Philosophy: Definition, nature and scope, concept, branches.
- Ethics: definition, moral philosophy, nature of moral judgment and reactions.
- Intellectual honesty and research integrity
- Conflict interest

Unit-II: Scientific Conduct
- Ethics with respect to science and research
- Scientific misconduct: Falsification, Fabrication, and Plagiarism (FFP)
- Redundant Publications: Duplicate and overlapping publications.
- Selective reporting and misrepresentation of data.

Unit-III: Publication Ethics
- Publication ethics: Definition, introduction and importance
- Violation of publication ethics, authorship and contributorship
- Publication misconduct: Definition, concept, problems that lead to unethical behaviour, types, identification of publication misconduct, complaints and appeals
- Predatory publishers and journals

B: PRACTICAL

Unit-I: Open Access Publishing
- Open Access Publications and initiatives
- Online resource to check publisher copyright and self-achieving policies (SHERPA/ RoMEO)
- Journal finder/ journal suggestion tools viz. Elsevier finder, Springer, Journal suggester etc.

Unit-II: Publication Misconduct
- Use of plagiarism software like Turnitin, Urkund and other open source software tools
- Software tools to identify predatory publications developed by SPPU
- Indexing databases

Unit-III: Database and Research Metrics
- Citation databases: Web of Science, Scopus. etc.
- Impact Factor of journal as per Journal Citation Report.
- Metrics: h-index, g-index, i10 index, altmetrics

Unit-IV: Group Discussion/Seminar
- Subject Specific ethical issues, FFP, authorship
- Conflict of interest
- Complaints and appeals: examples and fraud from India and abroad

REFERENCES

Bird, A. (2006). Philosophy of Science. Rutledge.

MacIntyre, A. (1967). A short history of ethics. London.

P.Chaddah (2018). Ethics in competitive Research: Do not get scooped; do not get plagiarised.

National Academy of Sciences (2009). On being a scientist: A guide to responsible conduct in Research (3rd Ed.), National Academics Press.

Resnik, D.B. (2011). What is ethics in research & why is it important. National Institute of Environmental Health Sciences, 1-10.

Beall, J. (2102). Predatory publishers are corrupting open access. Nature, 489 (7415), 179-179.

Indian National Science Academy (INSA). Ethics in science education, research and governance (2019).

Acquaint with the use of different software analysis of data

Mapping of Course Outcomes with the Program outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	4	2	4	5	5	4	5
CO2	4	4	2	4	5	4	5	4	2	5
CO3	4	5	5	4	5	5	4	5	5	4
CO4	5	4	4	5	4	5	4	5	2	5

- Note related: 1
- From What Related: 2
- Neutral: 3
- Moderately Related: 4
- Highly Related: 5

HOD, EDUCATION