

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



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

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



RAMADEVI WOMEN'S UNIVERSITY
VIDYA VIHAR, BHUBANESWAR-22

UNDER CHOICE BASED CREDIT SYSTEM

M. S. Anli
12.10.23

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

Course structure of UG Education Honours

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

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			26	
IV	C-VIII	History of Education in India	04	75
	C-VIII Practical		02	25
	C-IX	Curriculum Development	04	75
	C-IX Practical		02	25
	C-X	Guidance and Counseling	04	75
C-X Practical	02		25	
	GE-IV	GE-IV	04	75
	GE-IV Practical		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-XI Practical		02	25
	C-XII	Information And Communication Technology in Education	04	75
	C-XII Practical		02	25
DSE-I	A. Pedagogy of language (English) B. Pedagogy of language (Odia)	04	75	
DSE-I Practical		02	25	
	DSE-II	A. Pedagogy of Social Sciences B. Pedagogy of Mathematics	04	75
	DSE-II Practical		02	25
			24	
VI	C-XIII	Contemporary Trends and Issues in Indian Education	04	75
	C-XIII Practical		02	25
	C-XIV	Educational Management and Leadership	04	75
	C-XIV Practical		02	25
	DSE-III	A. Policy and Practices in School Education in India	04	75

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	DSE-III Practical	B. Policy and Practices in Higher Education in India	02	25
	DSE-IV	Inclusive Education(Theory)	04	75
	DSE-IV Practical		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) Etymological meaning of education
- (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.

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- 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, scope and relevance of educational psychology
- (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 Individual difference

- (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, Guilford'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 for fostering creativity

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
EDUCATIONAL SOCIOLOGY**

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, 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, 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:VikashPublishingHousePvtLtd.
- 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,Illinois: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.)*.Boston:HoughtonMifflinCo.
- Pathak,Avijit(2002).*Socialimplicationsofschooling*.NewDelhi:RainbowPublishers.
- Salamatullah, (1979).*Education in social context*. NewDelhi:NCERT. Saraswati, T.S. (Ed.) (1999).*Culture,socializationandhumandevlopment.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’s psychological theory of teaching and Clarke’s general theory of teaching

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:ApproachesandmethodsofTeaching

- (i) Concept of approach, method, strategy and techniques
- (ii) Methods of teaching: inductive-deductive, analytic-synthetic, problem solving and project
- (iii) Shift in focus from teaching to learning- constructivist approach to learning

PRACTICAL

- Preparation of rating scale/ checklist /observation schedule to evaluate classroom teaching and reporting.

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

TextBooks

- Kochar, S.K.(2011). *Methods and Techniques of teaching*. Sterling Publisher Pvt .Ltd., New Delhi
- Chauhan, S.S.(1995). *Innovations of teaching learning process*. Vikash Publishing House, New Delhi
- Sharma, R.A.(1986). *Technology of Teaching*. International Publishing House , 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

CorePaperV

EDUCATIONALASSESSMENTANDEVALUATION

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) Understandingthethe meaningandpurposeoftest,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) Principlesofconstructionofobjectivetest 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-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.

Text Books

- Aggrawal, J.C. (1997). *Essentials of examination system, evaluation, tests and measurement*. New Delhi: Vikas Publishing House Pvt Ltd.
- Goswami, M. (2011). *Measurement and evaluation in psychology and education*. Hyderabad: Neelkamal Publishers
- Gronlund, N.E. (2003). *Assessment of student Achievement*. Boston: Allyn & Bacon
- Singh, A.K. (2016). *Tests, measurements and research methods in behavior sciences*. New Delhi: Bharati Bhawan Publishers.

Reference Books

- Anastasi, A. (1976). *Psychological testing*. New York: Macmillan Publishing Co.
- Anderson, L.W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*.
- Banks, S.R. (2005). *Classroom assessment: issues and PRACTICES*. Boston: Allyn & Bacon.
- Blooms, B.S. (1956). *Taxonomy of educational Learning 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
- 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: Merrill Prentice Hall.
- Macmillan, J.H. (1997). *Classroom assessment, principles and practice for effective instruction*. Boston: Allyn and Bacon
- Mohan, R. (2016). *Measurement evaluation and assessment in education*. Delhi: PHI Learning Pvt. Ltd.
- National Council of Educational Research and Training (2006). *Position paper: Examination Reforms*. New Delhi: NCERT
- Noll, N.H. Sannell, D.P. & Craig, R.C. (1979). *Introduction to educational measurement*. Boston: Houghton Mifflin.

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.

CO5: Understand all the steps involved in Action Research

UNIT1: Concept and Types of Educational Research

- (i) Concept and nature of research
- (ii) Meaning, nature and scope of educational research
- (iii) Types of research by purpose- Fundamental, Applied and Action
- (iv) Types of research by approach- Quantitative and Qualitative

UNIT2: Design of Research and preparation of research proposal

- (i) Steps of Research
- (ii) Review of Related Literature; and identification of problem
- (iii) Hypothesis: Meaning, Types, Sources and Characteristics of

hypothesis

- (iv) Concept of population and sample
- (v) Sampling procedures - Probability and Non-Probability
- (vi) Tools and techniques for data collection (i.e. questionnaire, interview, observation) and Procedure of data collection, Preparation of research proposal

UNIT 3: Methods of Research

Meaning, nature and steps of:

- (i) Survey method
- (ii) Case-study method
- (iii) Historical research
- (iv) Experimental research

UNIT 4: Writing Research Report

- (i) Data analysis and interpretation in research.
- (ii) Steps for reporting research
- (iii) Reporting style (APA Style)
- (iv) Plagiarism checking
- (v) Referencing Style (APA Style): Bibliography, Webliography

PRACTICAL

- Preparation of a Research Proposal on any Educational Topic (Issues/Trends/Problems/Psychological Topic)

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

Text Books

- Best J.W. and Kahn, J. V. (2006). *Research in education* (9th Ed.) New Delhi: Pearson Education Inc.
- Kaul, L. (1984). *Methodology of educational research*. New Delhi: Vikas Publication
- Singh, A.K. (2016). *Tests, measurements and research methods in behavioural sciences*. New Delhi: Bharati Bhawan Publishers.

Reference Books

- Nanda, G.C. & Khato, P.K. (2012). *Fundamentals of Educational Research and Statistics*. New Delhi: Ludhiana.
- Gay, L.R. (1990). *Educational research - competencies for analysis and*

application (3rd Ed.), Macmillan Publishing Company, New York Ary, D., Jacobs, L.C., & Razavieh, A. (2002). *Introduction to research in education* (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning.

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

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

STATISTICS IN EDUCATION

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: Educational Statistics

- (i) Educational Statistics-Meaning, Nature, Scope and Uses
- (ii) Organization of Data: Frequency Distribution, Cumulative Frequency Distribution
- (iii) Graphical Representation of Data (Histogram, Frequency polygon, Ogive and Pie-Diagram)

UNIT2: Measures of Central Tendency and Variability

- (i) Mean, Median and Mode-concept, computational process, uses and limitations
- (ii) Range, Average Deviation, Quartile Deviation and Standard Deviation-Concept, computational process, uses and limitations

UNIT3: Co-relational Statistics

- (i) Meaning and types of Correlation
- (ii) Computation of Coefficient of Correlation by Rank Difference Method; Product Moment Method

UNIT4: Normal Probability Curve and Divergence from Normality

- (i) Normal Probability Curve-concept, properties and applications
- (ii) Skewness and Kurtosis
- (iii) Interpretation of Derived scores: Z-score and T-score

PRACTICAL

- Analysis of Achievement Data of a particular class and Reporting NB: It will be evaluated by both Internal and External examiners.

Text Books

- Aggarwal, Y.P. (2009). *Statistical methods: concepts, application and computation*. New Delhi: Sterling Publishers Pvt. Ltd.
- Garrett, H.E. (1971). *Statistics in psychology and education*. New Delhi: Paragon International Publisher
- Mangal, S.K. (2008). *Statistics in education and psychology*. New Delhi: Prentice-Hall of India Private Limited

Reference Books

- Ferguson, G.A. (1971). *Statistical analysis in psychology and education*. Kogakusha, Tokyo: McGraw-Hill
- Guilford, J.P. & Fruchter, B. (1981). *Fundamental statistics in psychology and education*. New York: McGraw Hill
- 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.

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

Core Paper VIII

HISTORY OF EDUCATION IN INDIA

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 Ancient Period

- (i) Features of Vedic period with special reference to aims, curriculum and methods of teaching
- (ii) Features of Buddhist period with special reference to aims, curriculum and methods of teaching
- (iii) Relevance of Gurukul system and Buddhist centers of learning
- (iv) Ancient seats of Learning

UNIT 2: Education during Medieval Period

- (i) Features of education during Medieval Period with special reference to aims, curriculum and methods of teaching
- (ii) Educational institutions during Muslim period, important centers of education.
- (iii) Relevance of Islamic period

UNIT3: Education during pre-independence period

- (i) Charter's Act (1813)
- (ii) Macaulay's Minute (1835)
- (iii) Wood's Despatch (1854)
- (iv) Indian Education Commission (1882)
- (v) Calcutta University Commission (1917)
- (vi) Hartog committee (1929)

UNIT 4: Education during post-independence period

Major recommendations of the following commissions and committees relating to the aims of education and curriculum:

- (i) University Education Commission (1948)
- (ii) Major recommendations of Secondary Education Commission (1954)
- (iii) Major recommendations of Education Commission (1966)
- (iv) National Policy on Education (1986), revised in 1992

PRACTICAL

- Study on implementation of NPE (1986) in respect of recommendations for elementary level

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

Text Books

- Aggrawal, J.C. (2010). *Landmarks in the history of modern Indian education*. New Delhi: Vikash Publishing Pvt Ltd.
- Dash, B.N. (1911). *Development of education in India*. New Delhi: Ajanta Prakashan
- Das, K.K. (1993). *Development of education in India*. New Delhi: Kalyani Publishers.

Reference Books

- Naik, J.P. & Narullah, S. (1996). *A student's history of education in India*. New Delhi: McMillan India Ltd
- Rawat, P.L. (1989). *History of Indian education*. New Delhi: Ram Prasad & Sons.
- Govt. of India. (1992, 1998). National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
- Keay, F.E. & Mitra, Sukumar (1978). *A history of education in India*. New Delhi: Oxford University Press.
- Ministry of Education (1966). *Education and national development*. New Delhi: Ministry of Education, Government of India.
- Ministry of Human Resource Development (2004). *Learning without Burden: Report of the National Advisory Committee*. New Delhi: Min. of HRD.
- Mookharjee, R.K. (1989). *The Gupta Empire*. Delhi: Motilal Banarsidass Publishers Pvt Ltd.
- Mukherji, S.M., (1966). *History of education in India*. Vadodara: Acharya Book Depot.
- Naik, J.P. and Syed, N., (1974). *A student's history of education in India*. New Delhi: MacMillan.
- Rawat, P.L. (1989). *History of Indian education*. New Delhi: 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

NT

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 of syllabus, courses of study, textbook and curriculum
- (ii) Bases of curriculum-philosophical, sociological and psychological
- (iii) Components of curriculum: Learning Objectives, Contents, Methods and Evaluation
- (iv) Concept of Curriculum design

UNIT2: Types of Curriculum

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

UNIT 3: 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) Curriculum development - its process, role of local authority, state level agencies like SCERT, BSE and National Agencies like CBSE, NCERT
- (ii) Tyler and Taba Model of curriculum development
- (iii) Meaning and nature of curriculum evaluation

PRACTICAL

- Content Analysis of any textbook of elementary level

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

Text Books

- Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*. Boston: Allyn & Bacon, Boston.
- Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman.
- Talla, M. (2012). *Curriculum Development: Perspectives, Principles and Issues*. New Delhi: Pearson Publications.

Reference Books

- Beane, J.A., Conrad, E.P. Jr. and Samuel JA, Jr. (1986). *Curriculum planning and development*, Boston: Allyn & Bacon.
- Brady, L. (1995). *Curriculum development*, New Delhi: Prentice Hall.
- Doll, R.C. (1996). *Curriculum development: decision-making and process*, Boston: Allyn & Bacon.
- Krug, E.A. (1956). *Curriculum planning*. New York: Harper and Row Publishers.
- Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman.
- Pratt, D. (1980). *Curriculum design and development*. New York: Macmillan Publishing Co. Inc.
- Popham, W.J. (1993). *Modern educational measurement*. Englewood Cliffs, N.J.: Prentice Hall.

tice Hall.

- Saylor, J.G., Alexander, W.M. and Lewis, A.J.(1981). Curriculum planning for better teaching and learning. New York: Holt Rinehart & Winston.
- Taba, H. (1962). Curriculum development-theory and practice. New York: Harcourt Brace, Jovanovich. Tanner, D. and Tanner, L.(1975) Curriculum development- theory and practice. New York: Macmillan Publishing Co. Inc.
- Tyler, R.W.(1941). Basic principles of curriculum and instruction. Chicago: University of Chicago Press.

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

GUIDANCE AND COUNSELLING

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.

UNIT 1: 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

UNIT 2: 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

UNIT 3: CONCEPT OF COUNSELLING

- (i) Meaning, nature and scope of counseling
- (ii) Relationship between Guidance and Counseling (iii) Different types of counseling
- (iv) Steps and techniques of counseling
- (v) Necessary qualities of a good counselor
- (vi) Role of a counselor in secondary schools

UNIT 4: ORGANISATION OF GUIDANCE SERVICE

- (i) Placement Service
- (ii) Follow-up service (iii) Individual inventory service
- (iv) Occupational information service
- (v) Launching school guidance programme

PRACTICAL-25

- Case Study of a Child with Special Needs or a child coming from a socially disadvantaged background

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

Text Books

- Goswami, Marami (2016). *Essentials of Guidance and Counselling*. New Delhi: Lakshi Publishers And Distributors.
- Kochhar, S.K. (2017). *Educational and Vocational Guidance in Secondary Schools*. New Delhi: Sterling Publishers
- Siddiqui, M.H. (2009). *Guidance And Counselling*. New Delhi: APH Publishing Corporation

Reference Books

- Sharma, R.N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Bhatnagar, Asha Gupta, Nirmala (Eds) (1999). *Guidance and counselling: A theoretical perspective (Vol. I)*. New Delhi: Vikas
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and counselling: A practical approach (Vol. II)*. New Delhi: Vikas.
- Dave, Indu (1984). *The basic essentials of counselling*. New Delhi: Sterling Pvt. Ltd.
- Gazda George R.M. (1989). *Group counselling: A development approach*. London: All yn and Bacon.
- Gibson, R.L. & Mitchell, M.H. (1986). *Introduction to guidance*. New York: McMillan.
- Nugent, Frank A. (1990). *An Introduction to the profession of counselling*. Columbus: Merrill publishing Co.
- Pietrofesa, J.J., Bernstein, B., and Stanford, S. (1980). *Guidance: An introduction*. Chicago: Rand McNally.
- Rao, S.N. (1981). *Counseling psychology*. New Delhi: Tata McGraw Hill.
- Saraswat, R.K. & Gaur, J.S. (1994). *Manual for guidance counselors*. New Delhi, NCERT.

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

DEVELOPMENT OF EDUCATION IN ODISHA

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 programmes, 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, SSA and Right to Education Act, 2009
- (iii) Indicator wise position in terms of provision, enrolment, retention and achievement for elementary level programmes: NPEGEL and KGBV
- (iv) Problems and issues in elementary education

UNIT 2: 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

UNIT 3: Status of Higher Education

- (i) History of Collegiate Education
- (ii) Organization of higher education at the under graduation 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

UNIT 4: Status of Teacher Education

- (i) History of Teacher Education in Odisha
- (ii) Pre-service and In-service teacher education for elementary school teachers
- (iii) Pre-service and In-service teacher education for secondary school teachers
- (iv) Role of DIET, CTE, IASE and SCERT
- (v) Problems and issues in teacher education

Practical: 25 Marks

- Seminar Presentation (Each student has to present minimum two papers during this semester related to the themes based on Core-11)

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

Text & Reference Books

- 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, Punthi Pustak, 136/4B, Bidhan Sarani, Calcutta-700004; p-171
- Samal, J.K. (1989). *History of Modern Orissa*, Firma KLM private limited, 257B, B.B. Ganguly Street, Calcutta; p-188

Websites to be visited:

- www.shodhganga.inflibnet.ac.in/bitstream/10603/.../08_chapter%202.pdf: Education in Odisha-1850-1900: Retrieved on dt. 25.07.2012
- www.en.wikipedia.org/wiki/Odisha: Odisha - Wikipedia, the free encyclopedia: Retrieved on dt. 25.07.2012
- www.newkerala.com/states-of-india/Odisha.php: Odisha: Info on geography, history, government, districts, business...: Retrieved on dt. 25.07.2012
- [www.Odisha.gov.in/e-magazine/Odisha review/2011/Jan/engpdf/57-61.pdf](http://www.Odisha.gov.in/e-magazine/Odisha%20review/2011/Jan/engpdf/57-61.pdf):
- Gopabandhu Das: The National Education Planner of Odisha: Retrieved on dt. 25.07.2012
- www.dheOdisha.in/ Higher Education Department - Online Admission - e-Admission for...: Retrieved on dt. 25.07.2012
- www.Odisha.gov.in/highereducation/index.htm: Higher Education Department... - Government of Odisha: Retrieved on dt. 25.07.2012
- www.Odisha2020.org/home/Odisha-higher-education-task-force: Odisha Higher Education Vision 2020: Retrieved on dt. 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 Paper XII

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: Educational technology

- (i) Meaning, nature and scope
- (ii) Approaches to educational Technology: Hardware, Software and System Approach
- (iii) Innovations in Educational Technology: Open Educational Resources (OER), Massive Open Online Course (MOOC) Learning Management System (LMS)
- (iv) Importance of Educational Technology for the teacher and the student.

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

UNIT 3: 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 Web 2.0 Tools: E-mail, Wikis, Social networking (WhatsApp, Twitter, Facebook and Blogging)
- (iii) Use and importance of e-library, e-books, e-journals, Inlibnet.

PRACTICAL

- Development of an Objective Test using any assessment tool or development of a Rubric using Rubistar.

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

Text Books

- UNESCO (2002). *Information and communication technology in education: A curriculum for schools and programme of teacher development*. Paris: UNESCO.
- Kanvaria, V.K. (2014). *A Comprehension on Educational Technology and ICT for Education*. New Delhi: GBO.
- Vanaja and Rajasekar, S. (2016). *Information & Communication Technology (ICT) In Education*. New Delhi: Neelkamal

Reference books

- Senapaty, H.K. (2011). *Pedagogy- Technology Integration for the Professional Development of Teacher Educators*. Bhubaneswar: Regional Institute of Education, NCERT (Monograph).

- NCERT (2006). National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology. New Delhi: Author.
- Senapaty, H.K. (2009). *ICT Integrated Learning Material on Basic School Subjects from Constructivist Perspectives*. Bhubaneswar: Regional Institute of Education, NERT (Monograph).
- Singh, L. C. (Ed.) (2010). *Educational Technology for Teachers and Educators*. New Delhi: Vasunandi Publication.
- UNESCO (2008). *ICT Competency Standards for Teachers: Policy Framework*. Retrieved from <http://portal.unesco.org>.
- UNESCO (2002). *Information and Communication Technologies in Teacher Education: A Planning Guide*. Paris: Author
- UNESCO (2005). *How ICT can create new, open learning environments: Information and communication technologies in schools: A handbook for teachers*. Paris: UNESCO.
- Mishra, S. (2008). *Developing E-Learning Materials: Some Pedagogical Concerns*. *Indian Journal of Open Learning*, 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

Core Paper XIII

CONTEMPORARY TRENDS AND ISSUES IN INDIAN EDUCATION

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 Education Act 2009.
- (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: Secondary and Higher Secondary Education

- (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

UNIT 3: 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, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009
- (v) Secondary level pre-service teacher education – problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009

UNIT 4: Emerging Concerns

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

PRACTICAL

- Study of perception of Stakeholder's of Education on any of the current issues based on Pass DSE-1 and concerns, and reporting.

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

Text Books

- Kumar, Chanchal & Sachedeva, M.S. (2017). *Vision of Secondary Education In India in the context of 21st century*. Twentyfirst Century Publications; First Edition edition (2015)
- Pathak, K.R. (2007). *Education in the Emerging India*. New Delhi: Atlantic Publishers.
- Saxena, V. (2011). *Contemporary trends in education: A handbook for educators*. New Delhi: Pearson.

Reference Books

- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanague (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 Kegan & Paul.
- Delors, Jacques, et al; (1996). *Learning: the Treasure within report of the international commission on education for 21st century*, UNESCO.
- Illich, I. (1996). *Deschooling society*. Marion Boyers, London.
- Matheson, David (2004). *An Introduction to the study of education* (2 Ed.).

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, (1992). *Programme of action*. Govt. of India, New Delhi.
- MHRD, Gov. of India (1992). *National policy on education (revised)* New Delhi: 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.

UNIT 1: 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

UNIT 2: 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

UNIT 3: Leadership in Education

- (i) Leadership- meaning, nature and importance in education
- (ii) Leadership: Functions and skills
- (iii) Theories of leadership- Redden's 3-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, nature and importance
- (ii) Principles of TQM- Demming's and Juran's
- (iii) Planning for TQM in school and higher education
- (iv) Quality Assurance in Higher Education

PRACTICAL

- Studying the role of SMC/SMDC in school management and reporting NB: It will be evaluated by both Internal and External examiners.

Text Books

- Kochar, S.K (2011). *School Administration and Management*. New Delhi: Sterling Publishers Private Limited.
- Bhatnagar, R.P. & Aggrawal V (2015). *Educational Administration, Supervision, Planning and financing*. Meerut: RLal Book Depot.
- Mukhopadhyay, M. (2005). i. New Delhi: Sage

Reference Books

- Adolph and Turner Harold, E. *Supervision for change & Innovation*. Houghton Mifflin Company.
- 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.
- Chau, Ta-Ngoc (2003): *Demographic aspects of educational planning*. Paris: International Institute for Educational Planning.
- Hariss, B.M (1963). *Supervisory behaviour in education*. USA: Englewood Cliffs.
- Kimbrough, S. Ralph, Michall & Nunnery. *Educational administration*. New York: McMillan Company.
- Livack, et al (1998). *Rethinking Decentralization in developing countries*. Washington, D.C, USA: World Bank.
- Mukerji, S.N. *Administration of educational planning and finance*. Baroda, India: Acharya Book Depot.
- Naik, J.P. (1965): *Educational planning in India*. New Delhi, India: Allied.
- Naik, J.P. (1982): *The educational commission & after*. New Delhi, India: Allied.
- Newman and Summer. *The process of management: concept, behaviour and practice*. New Delhi, India: Prentice Hall of India Pvt. Ltd.
- Oliva, O (1976). *Supervision for today's school*. New York, USA: Harper & Row.
- Ramani, K.V (2004). *A text book of educational management*. New Delhi, India: Dominant Publisher
- Safya, R & Saida, B.D (1964). *School administration and organisation*. Jalandhar, India: Dhanpat Rai & Sons
- Shukia, P.O (1983). *Administration in India*. New Delhi, India: Vikas Publication.
- Simon, Herbert A. *Administrative behaviour*. New York, USA: McMillan Company.
- Tilak, J.B.G. (1992). *Educational planning at grassroots*. New Delhi: India.
- Waber, Clarence A. *Fundamentals of educational leadership*. New York, USA: Exposition Press.
- Buch, T. et al. (1980). *Approaches to school management*. London: Harper and Row.
- Chalam K.S. (2003): *Introduction to Educational Planning and Management*: New Delhi, Anmol Publications Pvt. Ltd.
- Chandrasekharan P. (1997): *Educational Planning and Management*. New Delhi: Sterling Publishers Pvt. Ltd.
- Deshmukh, A.V. & Naik, A.P. (2010). *School administration and management*. Mumbai.
- Glasser, William (1990). *The quality school*. New York, NY: Harper Collins Publishers, Inc.
- Government of India (1986/92). *National policy on education*. New Delhi: MHRD.
- Government of India (1992). *Programme of action*. New Delhi: MHRD.
- Gupta, S.K. & Gupta, S. (1991). *Educational administration and management*. Indore: Manorama Prakashan.
- Hallak, J. (1990). *Investing in the future: Setting educational priorities in the developing world*. Paris: UNESCO.

- Kalra, Alka (1977). Efficient school management and role of principals. New Delhi: APH Publishing Corporation.
- Kochar, S.K. (2011). School administration and management. New Delhi: Sterling Mukhopadhyay, M. (2001). Total quality management in education. New Delhi: NIEPA.
- Shaeffer, S. (1991). Collaborating for educational change: The role of parents and the community in school improvement. Paris: UNESCO.
- Tyagi R.S. and Mahapatra P.C. (2000), Educational Administration in Orissa: New Delhi, National Institute of Educational Planning and Administration (NIEPA)
- Vashist, Savita (ed.) (1998). Encyclopaedia of school education and management. New Delhi: Kamal Publishing House.

Mapping of Course Outcomes with the programme 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

Discipline Specific Elective Paper-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.

UNIT 1: English in School Curriculum

- (i) Language policy in India with reference to NPE 1986 and NCF 2005
- (ii) Place of English as a compulsory subject in school curriculum (both at elementary and secondary levels)
- (iii) Learning Objectives of learning English at elementary and secondary levels
- (iv) English language skills – components, their independence and interdependence

UNIT 2: Approaches, Methods and Strategies of Teaching English

- (i) Understanding of different methods and strategies: Bilingual Method, Translation Method, Direct Method, Structural Approach, Communicative Approach.
- (ii) Listening Skill: Tasks for developing Listening Comprehension
- (iii) Speaking Skill: Tasks for developing Speaking skills
- (iv) Reading skill: Types of Reading, Strategies to develop reading comprehension
- (v) Writing Skill: Strategies to improve writing skill, Qualities of good writing (simplicity, logic and organization in writing)

UNIT 3: Transaction of Contents

- (i) Teaching of Prose (detailed and non-detailed), poetry, grammar and composition – Approaches, Methods and Strategies
- (ii) Pedagogical analysis: Content analysis – analysis of topics of English textbook for identification of language items (new vocabulary, structural words, grammar components), learning Learning Objectives, methods and strategies, teaching learning materials including ICT materials
- (iii) Preparing Lesson Plan following 5E and Interpretation Construction Design Model (ICON)
- (iv) Preparation of Lesson Plans following Herbartian approach.

UNIT 4: Lesson Delivery Strategies and Assessment

- (i) Lesson Delivery Strategies: Lecturing, Roleplay and Dramatization, Collaborative Approach, Ability Grouping, Group Work; Learning through Narratives and Discourses; Concept Mapping and Brain Storming
- (ii) Techniques of Assessment in English: Continuous Assessment of Learners performance in English, preparation of different types of objective-based test items (Extended Response Type, Restrictive

PRACTICAL

- School Internship (Delivery of 5 Lessons following Herbartian/5E/ICON model) NB: It will be evaluated by both Internal and External examiners.

Text Books

- Kohli, A.L (2010) *Techniques of teaching english*. New Delhi: Dhanpat Rai publishing Company
- Jain, R.K (1994). *Essentials of English teaching*, Agra: Vinod Pustak Mandir

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

Reference Books

- 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.
- Baruah, T.C(1984). *The English teacher's handbook*. New Delhi: Sterling Publishers Pvt. Ltd,
- Billows, F.L.(1975). *The techniques of language teaching*. London: Longman
- Bista, A.R.(1965). *Teaching of English (Sixth Edition)*. Agra: Vinod Pustak Mandir
- Bright, J.A(1976). *Teaching English as a second language*. London: Long Man Group
- Catarby, E. V (1986) *Teaching English as a foreign language in school curriculum India*, New Delhi: NCERT
- Hudelson, Sarah. (1995). *English as a second language teacher resource handbook. A practical guide for K-12 ESL programs*. California.: Corwin Press, Inc.
- Joyce, Bruce and Weil, Marsha (2003). *Models of teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Krishna Swamy, N. and Sri Raman, T. (1994). *English teaching in India*. Madras: T.R. Publication.
- Mukalel, Joseph C. (2009). *Approaches to English language teaching*. New Delhi: Discovery Publishing House Pvt Ltd.
- Pal, H.R and Pal, R(2006). *Curriculum – yesterday, today and tomorrow*, New Delhi: Shipra Publications
- Sachdeva, M.S.(1973). *A new approach to teaching of English in India*. Ludhiana: Prakash Brothers
- Shrivastava, B.D(1968). *Structural approach to the teaching of English*. Agra: Ramprasad and Sons

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 Mother Tongue in School Curriculum

- (i) Importance of mother tongue in the life and education of an individual
- (ii) Place of Odia as mother tongue in school curriculum in Odisha (both at elementary and secondary levels) in the context of language policy recommended by NPE, 1986 (three language formula) and NCF-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: Pedagogical Approaches to Teaching-Learning Odia

- (i) Psychology of language learning and acquisition with reference to Odia as mother tongue.
- (ii) Problems and issues related to acquisition of Odia language in multi-lingual context
- (iii) Traditional versus modern methods of teaching-learning Odia.
- (iv) Different approaches and strategies to the teaching-learning of
:—Odia prose (detailed and non-detailed), Odia poetry, Odia composition, Odia grammar.

UNIT3: Curricular Activities in Odia

- (i) Pedagogical analysis:
- (ii) Content analysis-
analysis of topics of Odia textbook for identification of language items (new vocabulary, structural words, grammar components), learning Learning Objectives,
- (iii) methods and strategies, teaching learning materials including ICT materials, assessment strategies
- (iv) Preparing Lesson Plans following Herbartian, 5E and Interpretation Construction Design Model (ICON)

UNIT 4: Assessment

- (i) Types of Assessment-self assessment, peer assessment, teacher assessment, internal assessment and external assessment
- (ii) Techniques of Assessment in Odia: Continuous Assessment of Learners performance in Odia, preparation of different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), preparation of checklist, rating scale and rubric, Portfolio assessment in Odia

PRACTICAL

- School internship (delivery of 5 Lessons following Herbartian/5E/ICON model) NB: It will be evaluated by both Internal and External examiners.

Text Books

- Barik, N. (2014). *Odia shikshya danapaddhati*. Cuttack: A. K. Mishra Publishers Pvt. Ltd.
- Kocchar, S. K. (2012). *Teaching of Mother Tongue*. Sterling Publishers, New Delhi.
- Mohanty, J., Barik, N. & Khandai, U. (1983). *Odia sikshadana paddhati*. Cuttack : Nalanda.
- Nayak, B.; Mohanty, J. (1999). *Odia bhasa OSahitya ra Bhitibhumi OSikshya dan Padhati*. Cuttack: Jagannath Process, Toni Road, Cutack-2.

Reference Books

- Daswani, C. J. *Language Education in Multilingual India*. New/Delhi (UNESCO)
- Dhal, G. B. (1974). *Dhwani bijanana*. Bhubaneswar: Odisha Rajya Pathya Pustaka Pranayana Sanstha.
- Dhal, G. B. (1972). *English uchharana siksha*. Cuttack: Friends Publisher.
- Mathur, S. A. *Sociological Approach to Indian Education*. Vinod Pustak Bhandar, Agra.
- Mohanty, B. (1970). *Odia bhasa utpati O65 arma bikasha*. Cuttack: Friends Publishers.
- Mohapatra, D. (1976). *Odia Dhwanitattwa Osabdhasambhar*. Cuttack: Grantha Mandir.
- Mohapatra, N. & Das, S. (1943). *Sarbasaravyakarana*. Cuttack: New Student's Store
- Palmer, H. P. *Principles of Language Teaching*. George G. Harrep and Co. Ltd.

- Ryburn, W.M.(1926). Suggestions for the Teaching of Mother Tongue. OUP.
- Saiyadain, K.G. Education and Social Order. Asia Publishing House, 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

Discipline Specific Elective Paper-II

(A student has to choose ANYONE from Pedagogy of Social Science and

Mathematics under DSE-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 learning in 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, Learning Objectives and Values of Teaching Social Science

- (i) Meaning, Nature and Scope of Social Sciences 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

n

- (iv) Source Method
- (v) Project method
- (vi) Field Trips
- (vii) Observation

UNIT 3: Curricular Activities in Social Sciences Pedagogical analysis:

- (i) Content analysis-analysis of topics of social science text book.
- (ii) Learning Objectives,
- (iii) methods and strategies,
- (iv) teaching learning materials including ICT materials
- (v) learning activities including student and teacher activities
- (vi) assessment strategies
- (vii) Preparing lesson plan following Herbart, 5E and Interpretation Construction Design Model (ICON)

UNIT 4: Development of Resource Materials and Assessment in Social Science

- (i) Teaching-learning materials—Maps, Atlas, Globes, Charts, Graphs, Models, Filmstrips, T. V. Video, OHP, and Computer
- (ii) Timeline— Concept, Aspects, Type and Use
Types of Assessment—self assessment, peer assessment, teacher assessment, internal assessment and external assessment
- (iii) Techniques of Assessment in history and political science: Continuous Assessment of Learners performance in history and political science, preparation of different types of objective-based test-
- (iv) Items (Extended Response Type, Restrictive Response Type and Objective Type)

PRACTICAL

- School Internship (delivery of 5 Lessons following Herbartian/5E/ICON model) NB: It will be evaluated by both Internal and External examiners.

Text Books

- Kochhar, S.K. (1970). *Methods of Teaching Social Studies*. New Delhi, India: Sterling Publication.
- Mangal, S.K. & Mangal, U. (2008). *Teaching of Social Studies*. New Delhi: PHI Learning Pvt, Ltd.
- Sharma, R.A. (2014). *Teaching of Social Science*. Meerut: RLal Book Depot.

Reference Books

BA Education (Honours, Elective & Pass) Syllabus 2019-2020

- 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, Valuing and Decision Making*.Massachusetts,USA:Addition-WestelyPublishingCo.Reading.
- Bining & Binning.(1952).*Teaching of Social Studies in Secondary Schools*.New York, USA:McGrawHills.
- Burston,W.H.(1963).*Principles of History Teaching*. New Fetter Lance:Methuen & Co.Ltd.II.
- Burton W.H.(1972).*Principles of history teaching*,London:Methuen.
- Carretero, Mario, & Voss, James F. (Eds.) (1994). *Cognitive and instructional processes in history and the social sciences*.Hillsdale:Lawrence Erlbaum Associate.
- Choudhury,K.P.(1975).*The effective Teaching of History*.New Delhi,India:NCERT.
- Dhamiaja Neelam.(1993).*Multimedia Approaches in Teaching Social Studies*. New Delhi,India:Harmer Publishing House.
- Drake, Frederick D. & Lynn, R. Nelson (2005). *Engagement in teaching history: Theory and practices for middle and secondary teachers*.Columbus,OH: Pearson.
- Ghate, V.D.(1956).*Teaching of history*.Bombay:Oxford University Press.Gunni n,Dennis(1978).*The teaching of history*.Goom Helm Ltd.London.
- James H.(1953). *The Teaching of Social Studies in Secondary Schools*. London,UK:Longman Green & Co.
- James, T. H., Arthur,J. and Hunt, M. (2001). *Learning to teach history in the secondary school: A companion to school experience*.London :Routledge Falme.
- Kochhar,S.K.(1970).*Teaching of political science*.New Delhi: Sterling Publishers
- NCERT.(1970).*Teaching of History of Secondary Schools*.New Delhi,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

Discipline Specific Elective Paper-II

(A student has to choose ANYONE from Pedagogy of Social Science and Mathematics under DSE-II)

B. PEDAGOGY OF MATHEMATICS

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.

UNIT 1: Foundations of Mathematics Education

- (i) Nature and Scope of Mathematics,
- (ii) Learning of Mathematics: Importance of Mathematics at elementary and secondary level, Learning Objectives of teaching-learning Mathematics at the two levels,
- (iii) Curriculum Reforms in School Mathematics: Rationale, Learning Objectives, principles, designs and materials in Mathematics, recent curricular reforms at the National and State levels (NCF 2005).

UNIT 2: Methods of Teaching-learning Mathematics

- (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 ICON Models.

UNIT 3: Curricular Activities in Mathematics

- (i) Pedagogical analysis:
- (ii) Content analysis - analysis of topics of mathematics textbook.
- (iii) Learning Objectives,
- (iv) methods and strategies,
- (v) teaching learning materials including ICT materials
- (vi) learning activities including student and teacher activities
- (vii) assessment strategies
- (viii) Process
of preparing lesson plan following Herbatian, 5E and Interpretation Construction Design Model (ICON)

UNIT 4: Assessment in Mathematics

- (i) Assessment of Mathematics learning: Unit test – Designing blueprint, item construction, marking schemes.
- (ii) Assessment for Mathematics Learning: Assignments, Projects and portfolios in Mathematics, group and collaborative assessment in Mathematics,
- (iii) Non-testing methods of assessment of/for Mathematics Learning: Observation of learners in action, rating of participation in various Mathematics tasks and activities,
- (iv) Diagnosis of difficulties in learning Mathematics concepts, Remediation of the difficulties, enrichment programmes in Mathematics learning – National Mathematics Talent Search, Mathematics Olympiad.
- (v) Planning for continuous assessment of classroom learning in Mathematics.

PRACTICAL

- School internship (Delivery of 5 Lessons following Herbatian/5E/ICON model) NB: It will be evaluated by both Internal and External examiners.

Text Books

- Sidhu, K.S (1985). *Teaching of mathematics*. New Delhi: Sterling publication.
- James, A. (2003). *Teaching of mathematics*. Neel Kamal Publication: Hyderabad. NCERT (2011). *Pedagogy of mathematics for two year B.Ed. course*. New Delhi:

Reference Books

- Cooney, Thomas J. et al. (1975). *Dynamics of Teaching Secondary School Mathematics*. Boston: Houghton Mifflin.
- Cooper, B. (1985). *Renegotiating secondary school mathematics*. The Hamer Press: East Sussex.
- Michel. (1982). *Teaching mathematics*. Nicholas Publication Co: New York.
- NCF (2005). *National curriculum framework*. NCERT: New Delhi
- NCERT (2006). *Position paper: National focus group (NFG) on teaching Mathematics*. NCERT: New Delhi.
- NCERT (2005). *Position paper: national focus group (NFG) on examination reform*. NCERT: New Delhi.
- Scopes, P.G. (1973). *Mathematics in secondary schools- a teaching approach*. Cambridge: Cambridge University Press
- Driscoll, M., Egan, M., Nikula, J., & DiMatteo, R.W. (2007). *Fostering geometric thinking: A guide for teachers, grades 6-10*. Portsmouth, NH: Heinemann.
- Driscoll, M. (1999). *Fostering algebraic thinking: A guide for teachers, grades 5-10*. Portsmouth, NH: Heinemann.
- Grouws, D.A. (ed) (1992). *Handbook of research on mathematics teaching and learning*. New York: Macmillan Publishing.
- Malone, J. and Taylor, P. (eds) (1993). *Constructivist interpretations of teaching and learning mathematics*. Perth: Curtin University of Technology.
- Marshall, S.P. (1995). *Schemes in problem-solving*. New York: Cambridge University Press.
- Moon, B. & Mayes, A.S. (eds.) (1995). *Teaching and learning in secondary school*. London: Routledge.
- NCERT (1998). *A text book of content-cum-methodology of teaching mathematics*. New Delhi: NCERT.
- NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT.
- NCERT (2006). *Position paper: National focus group on teaching mathematics*. New Delhi: NCERT.
- TESS India (2015). *Key resources*. The Open University U.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

Discipline Specific Elective Paper-III

(A student has to choose anyone 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.

UNIT 1: 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 Patel Committee (1977), Adisheshia Committee (1978) and National Policy on

Education (1986) revised NPE (1992)

- (ii) Vocational Education at Higher Secondary level: Policy challenges
- (iii) Worked education in schools – concept to implementation

UNIT 3: 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 Disabilities Act, 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

- Analysis of any Policy documents being implemented at School Education level NB: It will be evaluated by both Internal and External examiners

Text Books

- Aggarwal, J.C. (2010). Landmarks in the history of modern Indian education (7th Ed) New Delhi: Vikash Publishing Pvt. Ltd.
- Rawat, P.L. (1989). History of Indian education New Delhi: Ram Prasad & Sons.

Reference Books

- 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
- Key, F.E. & Mitra, Sukumar (1978). *A history of education in India*. New Delhi: Oxford University Press
- Mukherjee, R.K. (1988). *Ancient Indian education*. New Delhi: Motilal Banarsidass
- Mukherjee, R.K. (1989). *The Gupta Empire*. New Delhi: Motilal Banarsidass
- Naik, J.P. & Narullah, S. (1996). *A student's history of education in India*. New Delhi: McMillan India Ltd

- Ghosh, S.C. (1989). Education policy in India since Warren Hastings, Calcutta: N-Prakashan.
- Reference Books
- Altekar, A.S. (1934), Education in ancient India, Banaras: Indian Book Shop.
- Das Gupta, S.N. (1988). A history of Indian philosophy. (5 Vols.) Delhi: Motilal Banarasi Dass.
- MHRD, GOI (1986). National policy on education. New Delhi: The Author
- MHRD, GOI (1993). Learning without burden. Yashpal Committee Report (1993). New Delhi: The Author
- Ministry of Education, GOI (1964-66). Education and national development. (Report of Education Commission (1964-66). New Delhi: The Author
- Sen, Bimal (1989). Development of technical education in India and state policy - a historical perspective. Indian Journal of History of Science, 24 (2): 224-248, Indian National Science Academy.
- Sen, S.N. (1988). Education in ancient and medieval India. Indian Journal of History of Science, 23(1): 1-32.
- Shanker, Uday (1984). Education of Indian teachers. New Delhi: Sterling Publishers Pvt. Ltd.
- Singh, R.P. (1970). Education in ancient and medieval India. Delhi: Arya Book Depot.
- Rao, K. Sudha (Ed.) (2002). Educational policies in India: Analysis and review of promise and performance. New Delhi: NUEPA.
- NCERT (2005). *National curriculum framework*, New Delhi: NCERT.
- MHRD, Gov. of India (1986). *National policy on education*. New Delhi: GoI.
- MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi: GoI. MHRD, (1992), *Programme of action*, New Delhi: Govt. of India.
- NCTE (1998b). *Curriculum Framework for Quality Teacher Education*. New Delhi: NCTE.
- NCTE (2009). *National Curriculum Framework for Teacher Education Towards Preparing Professional and Humane Teacher*. New Delhi: NCTE.
- Ministry of Law Justice (2009). The Right of Children to Free and Compulsory Education Act, 2009. *The Gazette of India*, Ministry of Law Justice, Govt. of India.
- Kurrien, J. (1983). *Elementary Education in India*. New Delhi: Vikas. MHRD(). *Report to the People on Education 2011-12*. New Delhi: Author. MHRD (1986): *National Policy on Education*. New Delhi: MHRD.
- MHRD (2000). *Sarva Shiksha Abhiyan: A program for Universal Elementary Education - A framework for implementation*. New Delhi: Author.
- Government of India, Ministry of Human Resource Development (2005), Report of the CABE Committee on Autonomy of Higher Education Institutions, Department of Secondary and Higher Education, New Delhi, June.

Websites to be referred:

- <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

Discipline Specific Elective Paper-III

(A student has to choose ANYONE 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

- NPE-1986, revised in 1992 and its corresponding document Programme of Action (POA) with reference to Higher Education.
- Recommendations of National Knowledge Commission-

2006. (iii) Implementation of Policies, progress and problems.

UNIT 2: Future of Higher Education

- (i) Rashtriya Uchchatar Shiksha Abhiyan (RUSA) - goals, features, strategies and implementation - problems and issues.
- (ii) Progress Higher Education in Odisha.
- (iii) Autonomy and Accountability in Higher Education

UNIT 3: Curriculum and Assessment

- (i) Curriculum issues in higher education
- (ii) Choice Based Credits System, Semesters system, Grading.
- (iii) Role of UGC, NAAC and Accreditation
- (iv) Quality Assurance in Higher Education
- (v) ICT in Higher Education

UNIT 4: 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

- Analysis of any Policy Document being implemented in the field of Higher Education in India

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

Text Books

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

Reference Books

- Government of India, Ministry of Human Resource Development. 2011a. 'Indian Institutes of Development'. Available at http://mhrd.gov.in/itt_higher_english.
- Government of India, Ministry of Statistics and Programme Implementation. No date. NSS Survey Reports. Available at http://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 (National Center on Education and the Economy). Available at <http://www.ncee.org/wp-content/uploads/2013/10/IndiaEducation-Report.pdf>.
- UGC (University Grants Commission). 2008. Higher Education in India: Issues Related to Expansion, Inclusiveness, Quality and Finance. New Delhi: University Grants Commission. Available at <http://www.ugc.ac.in/oldpdf/pub/report/12.pdf>.
- Agarwal, P. 2006. 'Higher Education in India: The Need for Change'. ICRIER Working Paper No. 180, June. Delhi: Indian Council for Research on International Economic Relations.
- Bhalla Veena & et al (1998), Accountability and Autonomy in Higher Education, AIU.
- Country paper (1998), Higher Education in India: Vision & Action, presented in UNESCO world conference of Higher Education in the Twenty-first century, Paris 5-9th Oct 1998, National Commission for Cooperation with UNESCO.
- UNESCO (1998), report on Higher Education in the Twentieth First Century Vision & Actions held at Paris 5-9th Oct 1998, UNESCO.
- Meek, V Lynn (2000), Diversity and marketisation of higher education: incompatible concepts? Higher Education Policy, 13(2000), p-25 & 26.
- Government of India, Ministry of Human Resource Development (2005), Report of the CAGE Committee on Autonomy of Higher Education Institutions, Department of Secondary and Higher Education, New Delhi, June.
- Tilak, J.B.G. (1996), "Higher Education under Structural Adjustment", Journal of Indian School of Political Economy 8(2) (April-June): 266-93.
 - UGC (2005), University Development in India: Basic Facts and Figures (1995-96 to 2001-02), University Grants Commission, Information & Statistics Bureau, New Delhi, 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 INCLUSIVE EDUCATION

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: Policies & 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) Constitutional Obligations; 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

Assessment (iii) Capacity Building of Teachers for
Inclusive Education (iv) Assistive Technology &
Devices for Inclusive Education

PRACTICAL

- Visit to a centre for students with special needs (special school/special institute). Observe the process of teaching/learning and write a report.

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

Text Books

- Panda, K.C. (nd). *Education of Exceptional Children*
- Daniels, H. (1999). *Inclusive education*. London: Kogan.
- Mangal, S.K. (2013). *Exceptional Children*. New Delhi: PHI Learning Pvt. Ltd.

Reference Books

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful inclusion for educational leaders*. New Jersey: Prentice Hall.
- 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*, Corwin 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.

- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Rose, D.A., Meyer, A. & Hitchcock, C. (2005). *The Universally Designed Classroom: A ccessible 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.
- Thousand, J., Villa, R., & Nevin, A. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall, Inc
- Udvari-Solner, A. & Kluth, P. (2008). *Joyful Learning: Active and collaborative*

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/RESEARCH PROJECT

(College can give this choice only for students with above 60% aggregate marks)

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

Distribution of Marks will be as follows:

Item	Total
Report	75
Viva-voce	25
Total	100

Discipline Specific 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.

Learning Objectives

On completion of this course, the learners shall be able to:

- State and analyse the meaning of education and form own concept on education
- Explain philosophy as the foundation of education
- Analyse aims of education
- Describe the essence of different formal philosophies and draw educational implications
- Compare and contrast Indian and western philosophies of education

UNIT 1: Education in Philosophical Perspective

- (i) Etymological meaning of education
- (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

UNIT 2: Formal Schools of Philosophy and their Educational Implications

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

UNIT 3: Indian Schools of Philosophy and their Educational Implications

- (i) Common Characteristics of Indian Philosophy

- (ii) Sankhya, Vedanta, Buddhism, Jainism with reference to:
- (iii) Philosophical tenets,
Aims of education, Curriculum, Methods of Teaching, Role of Teacher

UNIT 4: 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 a report. NB: It will be evaluated by both internal and external examiners.

Text Books

- Safaya, R.N. & Shaida, B.D. (2010). *Modern Theory and Principles of Education*. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd. Nayak, B.K. (2018).
- Ravi, Samuel.S. (2015). *A Comprehensive Study of Education*. Delhi: PHI Learning Pvt. Ltd.
- Nayak, B.K. (2012). *Text Book of Foundation of Education*. Cuttack, Odisha: Kitab Mhal.

Reference Books

- Aggrawal, J.C. (2013). *Theory and principle of education*. New Delhi: Vikash Publishing House Pvt Ltd.
- Anand, C.L. *et.al.* (1983). *Teacher and education in emerging in Indian society*, New Delhi: NCERT. Brubacher, John.S. (1969). *Modern philosophies of education*. New York: McGraw Hill Co.
- Clarke, P. (2001). *Teaching and learning: The Culture of pedagogy*. New Delhi: Sage Publication.
- Dash, B.N. (2011) *Foundation of education*, New Delhi; Kalyani Publishers.
- Dewey, John (1956). *The Child and the curriculum, school and society*. Chicago, Illinois: University of Chicago Press.
- Dewey, John (1997). *Experience and education*. New York: Touchstone.
- Ganesh, Kamala & Thakkar, Usha (Ed.) (2005). *Culture and making of identity*

in India. New Delhi: Sage Publications.

- Govt. of India (1986/'92). National policy on education. New Delhi: MHRD.
- Krishnamurthy, J. (1953). Education and significance of life. New Delhi: B.I. Publications
- Kumar Krishna (1996). Learning from conflict. New Delhi: Orient Longman.
- Ministry of Education (1966). Education and national development. New Delhi: Ministry of Education, Government of India.
- Ornstein, Allan C. & Levine, Daniel U. (1989). Foundations of education (4th Edn.). Boston: Houghton Mifflin Co.
- Pathak, R. P. (2012). Philosophical and sociological principles of education. Delhi: Pearson. Pathak, Avijit (2002). Social implications of schooling. New Delhi: Rainbow Publishers.
- Peters, R.S. (1967). The Concept of education. London: Routledge Kegan & Paul. Radhakrishnan, S. Indian philosophy Vol. I and Vol. II
- Ross, James S. (1981). Ground work of educational theory. Delhi: Oxford University Press
- Rusk, Robert R., Philosophical bases of education, London: Oxford University Press.
- Salamatullah, (1979). Education in social context. New Delhi: NCERT.
- Srinivas, M.N., (1986). Social changes in modern India. Bombay: Allied Publishers.
- Taneja, V.R. (2000). Educational thought and practice, New Delhi: Sterling Publishers Pvt. Limited.
- 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	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
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, scope and relevance of educational psychology
- (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:
- (vi) Physical, social, emotional and intellectual (with reference to Piaget)

UNIT2: Intelligence, Creativity and Individual Difference

- (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, Guilford'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 for fostering creativity

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

UNIT 4: 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.

Text Books

- Chauhan, S.S. (1978).
Advanced educational psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Mangal, S.K. (2002). *Advanced educational psychology*.
New Delhi: Prentice Hall of India.
- Aggarwal, J.C. (2014). *Essentials of educational psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.

Reference Books

- Woolfolk, A. (2015).
Educational psychology (9th Ed.). New Delhi: Pearson Publication
- Attri, A.K. (2015). *Psychology of development and learning*.
New Delhi: APH Publishing Corporation.
- Bernard, P.H. (1970). *Mental Health in the classroom*. New York: McGraw Hill.
- Biehler, R.F. & Snowman, J.,
(1997). *Psychology applied to teaching*. New York: Houghton Mifflin.
- Bigge, M.L., *Psychological foundations of education*,
Harper and Row, New York, 1985.
- Chandraiah, K. (2011). *Emotional intelligence*.
New Delhi: APH Publishing Corporation.
- Dececco, J.P. & Crawford, W.R. (1997).
Psychology of learning and institution. New Delhi: Prentice Hall 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.
- Mouly, G.J. (1982). Psychology for teaching. Allyn & Bacon, Boston.
- Salvin, R. (1990). Educational psychology: theory into practice, N.J.: Prentice Hall, Englewood Cliffs,
- Sprinthall, R.C. & Sprinthall, N.A. (1990). Educational psychology, development approach, New York: McGraw Hill

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

Discipline Specific Core Paper III

EDUCATIONAL SOCIOLOGY

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

- Relationship between education and society, school as a miniature society
- Educational Sociology - Concept, nature, scope and importance; (iii) Relationship between education and sociology.
- Education as a process of Socialization.
- 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, 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, 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, Liberalization, and Privatization 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
- (iii) 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

Text Books

- Aggarwal, J.C. (2013). *Theory and principle of education*. New Delhi: Vikas

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

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- 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.
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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
IV 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.

UNIT 1: 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) Levels of teaching: memory, understanding and reflective
- (vi) Lesson plan design- The Herbartian steps, 5E and ICON 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's psychological theory of teaching and Clarke's general theory of teaching

UNIT 3: Principles and maxims of teaching

- (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, and probing questions, closure.

UNIT 4: 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) Shift in focus from teaching to learning - constructivist approach to learning

PRACTICAL

- Preparation of Rating Scale/Observation Schedule and evaluate a classroom teaching and reporting.

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

Text Books

- Mangal, S.K. and Mangal, U. (2010). *Essentials of Educational Technology*. New Delhi, PHI Learning Pvt. Limited.
- Walia, J.S. (2013). *Educational Technology*. Jalandhar, Punjab: Ahim Publications.
- Sharma, R.A. (1986). *Technology of Teaching*. International Publishing House, Meerut.

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- Aggarwal, J.C. (1995). *Essentials of Educational Technology*, Vikash Publishing House, New Delhi
- Chauhan, S.S. (1995). *Innovations of teaching learning process*, Vikash Publishing House, New Delhi
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- Mangal, S.K. (1988) *Foundations of Educational Technology*, Ludhiana, Tan Publications

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- Oliver, R.A. (1963) *Effective teaching*, JM Dent & Sons
- Pathak, R.P. & Chaudhary, J. (2012) *Educational Technology*, Pearson, New Delhi
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- Sampath, K., Pannir Salvam, A., & Santhanam, S. (1981) *Introduction to Educational Technology*, Sterling Publisher, New Delhi

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

Discipline Specific Elective Paper I

CONTEMPORARY TRENDS AND ISSUES IN INDIAN EDUCATION

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.

UNIT 1: Pre-school and Elementary School Education

- (i) Meaning, nature and importance of ECCE, problems and issues with regard to ECCE
- (ii) Universalization of Elementary Education: effort to achieve UEE, SSA (iii) Problems and issues in implementing Right to Education Act 2009.
- (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: Secondary and Higher Secondary Education

- (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

UNIT 3: 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, issues and reforms with reference to National Curriculum Framework for Teacher Education - 2009
- (v) Secondary level pre-service teacher education - problems, issues and reforms with reference to National Curriculum Framework for Teacher Education - 2009

UNIT 4: Emerging Concerns

I. Examinations system: defects and reforms for making examinations system flexible (internal assessment and semesters 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 and issues.

IV. Life-Skill Education: Concept, Learning Objectives, importance, problems and issues.

V. Peace Education: Concept, Learning Objectives, importance, problems and issues.

PRACTICAL

- Study of perception of Stakeholder's of Education on any of the current issues based on Pass DSE-1 and concerns, and reporting.

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

Text Books

- Kumar, Chanchal & Sachedeva, M.S. (2017). *Vision of Secondary Education In India in the context of 21st century*. Twentyfirst Century Publications; First Edition edition (2015)
- Pathak, K.R. (2007). *Education in the Emerging India*. New Delhi: Atlantic Publishers.
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- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanague (Eds.) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
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- UNESCO (1998). *Educating for a sustainable future: A transdisciplinary vision for concerted action*. Paris: UNESCO.
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- Winch, C. (1996). *Key concepts in the philosophy of education*. Routledge.
- 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	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: Instructional Learning Objectives

- (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: Tools and Techniques of Assessment and construction of Test

- (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.

UNIT 4: Characteristics of a Good Test

- (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.

Text Books

- Aggrawal, J.C. (1997). *Essentials of examination system, evaluation, tests and measurement*. New Delhi: Vikas Publishing House Pvt Ltd.
- Goswami, M. (2011). *Measurement and evaluation in psychology and education*. Hyderabad: Neelkamal Publishers
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- Anastasi, A. (1976). *Psychological testing*. New York: Macmillan Publishing Co.
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- Linn, R.L. & Gronlund, N.E. (2000). *Measurement and assessment in teaching*. London: Merrill Prentice Hall.
- Macmillan, J.H. (1997). *Classroom assessment, principles and practice for*

effective instruction. Boston: Allyn and Bacon

- Mohan, R. (2016). *Measurement evaluation and assessment in education*. Delhi: PHI Learning Pvt. Ltd.
- National Council of Educational Research and Training (2006). *Position paper: Examination Reforms*. New Delhi: NCERT
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• Mapping of Course Outcomes with the programmes outcomes:

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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
- Neutral: 3
- Moderately Related: 4
- Highly Related: 5

HOD, EDUCATION