

# **SYLLABUS**

## **MASTER OF ARTS IN EDUCATION**

**With effective from 2024-2025**



**DEPARTMENT OF EDUCATION**  
**MSCB UNIVERSITY, BARIPADA**

## **SYLLABUS FOR 2-YEAR M.A. EDUCATION PROGRAMME, 2024-2025**

### ***Context:***

### ***Programme Outcomes:***

The programme is designed to provide opportunities for the professional to extend and deepen their horizontal of knowledge and understanding of education and teacher education, develop research capacities, specialized in select areas etc. The course includes both critical comprehension of theory as well as hands-on and field based reflective practices, skills and competences.

The Syllabus for M.A. Education programme is designed to attain the following broad objectives. After the completion of the course the students shall:

- Understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
- Understand how children learn and develop how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.
- Plan learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors and understand how students come to view, develop and make sense of subject matter contained in the learning experiences.
- Use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Develop sensibilities to identify problems for further probing and abilities to conduct pure, applied and/or action research on the

- identified issues concerning educational theory and practices.
- Develop self-identity as a faculty through continuous experiences that continually evaluate the effects of his/her choices and actions.

### ***Programme Specific Outcome***

In terms of programme specific context of M.A. Education, the outcomes are as follows.

1. To build perspective and understanding of concepts, theories, ideas and practices across various fields of Education.
2. To understand the historical, political and economic aspect of education.
3. To provide research related experiences with the competency to independently develop dissertation and research work.
4. To interpret the schools of philosophy and their educational significance.
5. To get an insight into various educational policies and practices.
6. To enable proper understanding and critical perspective about specialized areas of Education

### ***Modes of Transaction:***

With a view to move away from theoretical discourses and lectures, the student- teacher is required to be engaged in various kinds of learning experience. This programme intends to provide him/her with the specific engagements that are spelt out under each course. However, the nature of engagement of the perspective Teacher-Educator will be of the following kinds:

- **Lecture-cum-Discussion Session:** The teacher educator provides the perspective Teacher-Educator a platform to review their experiences, helps them to develop insights into the disciplinary knowledge base and to relate them to the school realities.
- **Focused Reading and Reflection:** Perspective Educator would be led to focus readings on various themes with questions inviting reflections

either individually or in small groups.

- **Observation-Documentation-Analysis:** Simulated and real school/ community experiences would be arranged for the student to observe, document in the form of record/ journal/ diary and analyze with an intention to revisit their own understandings or develop new insights.
- **Seminar Presentations:** Students will undertake thematic/topical study, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertoire of skills in presentation.
- **Library Work:** On specific theme/issue/problems relating to school education and teacher education or on any other curricular issues, the prospective teacher educators would be asked to consult library, collect information and prepare their individual write-ups for seminar presentation and discussion.
- **Projects:** Course related projects having contemporary concern shall be assigned to individual prospective educator to be completed within a specified period of time with a report.
- **Collaborative Presentations:** The prospective educators in groups along with their allotted mentors shall work collaboratively on a theme and prepare the report for seminar presentation.
- **Institution Visit & Sharing of Experience:** As per the requirements of the students' holistic development, students are required to visit different state/national/international institutions for sharing of experience.

**Attendance:** Minimum attendance shall be 75% for the course.

## **SEMESTER WISE COURSE AND MARKS**

### **SEMESTER-I**

Sl. No	Paper Code	Name of the Paper	Credit	Full Marks			External (60)	Total		
				Internal (40)						
				Internal Assessment	Quiz	Seminar/A ssignment				
1	EDN-101	Philosophical Perspectives in Education	5	20	10	10	60	100		
2	EDN-102	Sociological Perspectives in Education	5	20	10	10	60	100		
3	EDN-103	Advanced Educational Psychology	5	20	10	10	60	100		
4	EDN-104	Pedagogical Trend and Issues	5	20	10	10	60	100		
5	EDN-105	Practicum: Book Review/Journal Review	5	50			50	100		
6	EDN-106	Indian Knowledge System	2	20			30	50		
		Life Skill Course	0				50	50		
		<b>Total</b>	<b>27</b>	<b>230</b>			<b>320</b>	<b>600</b>		

## SEMESTER-II

Sl. No	Paper Code	Name of the Paper	Credit	Full Marks			External (60)	Total		
				Internal (40)						
				Internal Assessment	Quiz	Seminar/A ssignment				
1	EDN-201	Curriculum Studies	5	20	10	10	60	100		
2	EDN-202	Historical, Political and Economical Perspectives of Education	5	20	10	10	60	100		
3	EDN-203	Educational Technology	5	20	10	10	60	100		
4	EDN-204	Education of Students with Special Needs	5	20	10	10	60	100		
5	EDN-205	Educational Measurement and Evaluation	5	20	10	10	60	100		
6	EDN-206 (OE)	Educational Guidance and Counseling (For other Department students)	5	20	10	10	60	100		
		<b>Total</b>	<b>30</b>	<b>240</b>			<b>360</b>	<b>600</b>		

### SEMESTER-III

Sl. No	Paper Code	Name of the Paper	Credit	Full Marks			External (60)	Total		
				Internal (40)						
				Internal Assessment	Quiz	Seminar/A ssignment				
1	EDN-301	Emerging Issues in Education	5	20	10	10	60	100		
2	EDN-302	Research Methodology & Educational Statistics	5	20	10	10	60	100		
3	EDN-303	Special paper (any one) (a) Educational Management and Administration (b) Life Skill Education	5	20	10	10	60	100		
4	EDN-304	Practicum-Dissertation: Research Proposal, Tools and Presentation	5	20	10	10	60	100		
5	EDN-305	SWAYAM	3	40			60	100		
		<b>Total</b>	<b>23</b>	<b>200</b>			<b>300</b>	<b>500</b>		

## SEMESTER-IV

Sl. No	Paper Code	Name of the Paper	Credit	Full Marks			External (60)	Total		
				Internal (40)						
				Internal Assessment	Quiz	Seminar/A ssignment				
1	EDN-401	Perspectives of Teacher Education	5	20	10	10	60	100		
2	EDN-402	Higher Education in India	5	20	10	10	60	100		
3	EDN-403	Special paper (any one) (a). Open and Distance learning (b). Educational Guidance and Counselling	5	20	10	10	60	100		
4	EDN-404	Practicum-Dissertation: Collection of data, Analysis, Interpretation and Report Writing	5	50			50	100		
		<b>Total</b>	<b>20</b>	<b>170</b>			<b>230</b>	<b>400</b>		
<b>Grand Total</b>			<b>100</b>					<b>2100</b>		

## MA EDUCATION

### Theory paper Question pattern (60 marks)

#### Instruction For P.G. B.O.S Members

1. Each Paper Will Have 5 Credit and Will Be Divided in to 5 Units
2. 1<sup>st</sup> Page Will Contain Mark Distribution Structure: -

Out Of 100 Marks – Assignment/Seminar Presentation- 10

Quiz-10

Internal Assessment/Mid Semester- 20

#### Theory Examination-60

Total- 100 Marks

3. Time Duration Is 3 Hours
4. For All Subjects Except MBA & Integrated B.Ed. - M. Ed Total Credit Will Be Hundred
5. 3<sup>rd</sup> Page Must Contain the Question Pattern for All the Papers of a Subject

Like: -

1.  $2 \times 5 = 10$  Marks (All Questions Compulsory)
2.  $4 \times 5 = 20$  Marks (4 Out Of 5)
3.  $3 \times 10 = 30$  Marks (3 Out of 5)

Total 60 Marks (Theory)

6. Internal Assessment Examination

1<sup>st</sup> Quiz- End of Unit -I

2<sup>nd</sup> Quiz- End of Unit -II

Mid-Term -End of Unit -III Covering All 3 Units.

$5 \times 2 = 10$  Marks (All Questions Compulsory)

7. At The Top of Each Paper the Mark Distribution Assignment/Seminar Presentation- 10, Quiz-10, Internal Assessment/ Mid Semester- 20 And Theory Examination (End Term) – 60 Must Be Mentioned.

Controller Of Examination

MSCB University, Baripada

**M.A. Education**

**Semester-I**

**Paper: EDN- 101 (Credit-5)**

**PHILOSOPHICAL PERSPECTIVE OF EDUCATION**

**Full Marks: 100 (Ext. 60 + Int. 40)**

**COURSE OBJECTIVES:**

On completion of this course, the students shall:

- To enable the student to understand the Philosophical origins of educational theories and Practices.
- To enable the student to develop a philosophical outlook towards educational problems.
- To understand nature and functions of education and philosophy and their relationship

**DETAIL COURSE CONTENT**

**Unit –I: Indian School of Philosophy**

- Educational Philosophy: Concept and Contribution of Sankhya, Yoga, Vedanta philosophy with special reference to Metaphysics, Epistemology and Axiology.
- Educational Philosophy: Concept and Contribution of Buddhism, Jainism and Islamic tradition with special reference to Metaphysics, Epistemology and Axiology
- Sources and methods of acquiring valid knowledge: Contemplation, Speculation, Enquiry and Analysis.

**Unit-II: Contribution of Western School of Philosophy**

- Concept and contribution of Realism, Naturalism, Pragmatism.
- Concept and contribution of Marxism, Existentialism
- Contribution of Western School of Philosophy to Education with special

reference to information, knowledge and wisdom

### **Unit –III: Contribution of Philosophers**

- Contribution of Indian thinkers: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J. Krishnamurthy,
- Contribution of western thinkers: Paulo Freire, Wollstonecraft, Nel Nodding and Savitribai Phule
- Rousseau, Aristotle & Plato – Their educational ideas and experiments, and the present relevance

### **Unit – IV: Contemporary theory of Education**

- Contemporary Theories of Education: Perennialism, Essentialism.
- Contemporary Theories of education: Progressivism, Re-Constructionism
- Contemporary Theories of education: Logical Analysis and logical Positivism

### **Unit- V: Sources of acquiring knowledge**

- Sources and methods of acquiring valid knowledge: Contemplation, Speculation, Enquiry and Analysis.
- Role of Ancient Indian Knowledge System at Present scenario
- Ancient knowledge on Research, Innovation and other Modern Educational practice.

### **COURSE OUTCOMES:**

- To analyze the concept and process of getting knowledge and its related phenomena.
- To recognize and define the concept of Philosophy.
- To interpret the contribution of various Indian and western schools of Philosophy in the field of education

### **REFERENCES:**

Aggarwal, J.C. (1993). *Landmarks in the History of Modern Indian Education*. Vikas Publishing House, New Delhi.

Bhat, M.S. *Educational Sociology*, APH Publications, New Delhi.

Bhatnagar, G. D. *Education and Social Change*, Minerva, Calcutta.

Broudy, H.S. (1977) Building a Philosophy of Education, New York: Kringer.

Brubacher, John, S. *Modern Philosophies of Education*, Mc. Graw Hill, New York.

Chaubey, S. P.: *A Philosophical and Sociological Foundation of Education*, Vinod Pustak Mandir, Agra.

Dewey J. *Democracy and Education*, Mc Million, New Yourk.

Gupta, R. (2011). *Philosophical, Sociological and Economic Bases of Education*, Ludhiyana: Tondon Publications.

Kneller, G. F.: *Introduction to Philosophy of Education*, John Milley and Sons, New York.

Mathur, S.S.: *Sociological Approach to Indian Education*, Vinod Pustak Mandir, Agra.

Singh, B.N. (2005). *Education: Social Change and Economic Development*, Jaipur: RBSA Publishers.

Sodhi, T.S. & Suri, Aruna (1998). *Philosophical and sociological Foundation of Education*, Patiala: Bawa Publication.

Swarup Saxena, NR: *Philosophical and sociological foundation of education*, Surya Publication, Meerut.

Taneja, V.R. (2002). *Foundation of Education*, Chandigarh: Mohindra Capital Publishers.

Wingo, G. Max.: *Philosophies of Education*, Sterling, New Delhi.

**Semester-I**  
**Paper: EDN-102 (Credit-5)**

**SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

**Full Marks: 100 (Ext. 60 + Int. 40)**

**COURSE OBJECTIVES:**

On completion of this course, the students shall:

- To define meaning and concept of Educational Sociology.
- To understand the major concepts, and theories, in sociology and Education
- To understand the process of globalization

**DETAIL COURSE CONTENT**

**Unit- I Education and Society**

- Education and Society: Meaning and Nature of Educational Sociology
- Approaches to Sociology of Education: Symbolic Interaction, Structural Functionalism and Conflict Theory
- Agencies of Socialization: Family, Peer group, Community, school Mass Media and its impact on education and society.

**Unit-II Social Movement and National Values**

- Social Movements: Concept and Process
- Theories of Social Movements: Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory
- National Values as enshrined in the Indian Constitution - Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education

### **Unit-III Education and Culture**

- Concept of Culture and Multi-Culturalism, Cultural Lag,
- Role of education in transmission of cultural heritage.
- Social change: Concept, Social Stratification, Education as an instrument of Social change.

### **Unit-IV Education and Democracy**

- Education and democracy
- Education for Socially and Economically disadvantaged sections of the society with special reference to SCs, STs, Women, Rural population and Minorities.
- Inclusion of education through Sarva Shiksha Abhiyan (SSA) and RTE Act, 2009.

### **Unit- V: Society, Education and Sustainable Development**

- Society as a System: Meaning, Goals and Components
- Social change: Concept, Social Stratification, Education as an instrument of social change.
- Dakar Framework for Education, MDG, SDG- Goal-4-A

### **COURSE OUTCOMES**

- To Justify Social and economic relevance of Education.
- To analyse certain current educational issues in social context.

### **REFERENCES:**

Aggarwal, J.C. (1993). *Landmarks in the History of Modern Indian Education*. Vikas Publishing House, New Delhi.

Bhat M.S. *Educational Sociology*, APH Publications, New Delhi.

Bhattacharya, S. (1996). *Sociological Foundation of Education*. New Delhi: Atlantic Publishers and Distribution.

Broudy, H.S. (1977). *Building a Philosophy of Education*, New York: Kringer.

Chabe, S.P. (1994). *Philosophical and Sociological Foundations of Education*. Agra: Vinod Pustak Mandir.

Dewey John (1940). *Democracy & Education*. New York: Mac Millan.

Gupta, Renu (2011). *Philosophical, Sociological and Economic Bases of Education*, Ludhiyana: Tondon Publications.

Hemlata, T. (2002). *Sociological Foundations of Education*. New Delhi: Kanishka Publishers.

Mathur, S.S. *Sociological Approach to Indian Education*, Vinod Pustak Mandir, Agra.

Singh, B.N. (2005). *Education: Social Change and Economic Development*, Jaipur: RBSA Publishers.

Sodhi, T.S. & Suri, Aruna (1998). *Philosophical and sociological Foundation of Education*, Patiala: Bawa Publication.

Taneja, V.R. (2002) *Foundation of Education*, Chandigarh: Mohindra Capital Publishers.

**Semester-I**

**Paper: EDN -103 (Credit-5)**

## **ADVANCED EDUCATIONAL PSYCHOLOGY**

**Full Marks: 100 (Ext. 60 + Int. 40)**

### **COURSE OBJECTIVES:**

On completion of the course, the students shall:

- Understand individual differences among learners.
- Gain knowledge of methods of Educational Psychology and recent trends.
- Understand adolescent's growth, development and their problems.
- Get acquainted with concept of learning and motivation

### **DETAIL COURSE CONTENT**

#### **Unit-I: School of Psychology and Learning**

- Contribution to different school of Psychology to Education: Behaviorism, Psycho-analysis and Gestalt.
- Learning: Concept and Theories; Conditioning (Classical and Operant), Ausubel's theory of advance organizer, Bruner's theory of Instruction,
- Gagne's hierarchy of learning, Bandura Social Learning theory, Vygotsky Constructivist theory with reference to their educational implication

#### **Unit- II: Growth and Development**

- Growth and Development: Concept and principles and types
- Individual difference in growth and development-Role of heredity and environment

- Stages of cognitive development: Contribution of Piaget and Erikson

### **Unit-III Personality and intelligence**

- Personality: Definitions and theories: Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka.
- Intelligence: Concept, Measurement and theories- Sternberg, Gardner, Thurstone and Guilford
- Concepts of Social intelligence, multiple intelligence, emotional intelligence

### **Unit-IV Creativity and Mental Health**

- Creativity: concept, nature and developing creativity
- Difference between intelligence and creativity
- Mental Health: Concept, nature, needs and mental hygiene

### **Unit- V: Memory: Remembering and Forgetting**

- Remembering and Memory: Meaning, Types and Scope
- Mechanism of the Process of Memorization
- Forgetting: Meaning, Types and Theories.

### **COURSE OUTCOMES**

- To analyse the learning process based on theoretical approaches of learning
- To develop critical appreciation and insight into Constructivist, Social Constructivist and Humanistic Approaches to Learning.
- To develop insight into mental Health Education and a positive attitude towards mentally ill people

### **REFERENCES:**

Atkinson, R.C. (1983). *Introduction to Psychology*. New York: Harcourt Brace Joranovich Inc.

Chauhan, S.S.: *Advanced Educational Psychology*, Vikash Publishing House, New Delhi

Dandapani, S. (2001) *A Text Book of Advanced Educational Psychology*. Anmol Publications Pvt. Ltd., New Delhi.

Kuppuswamy, B: *Advanced Educational Psychology*, Sterling Publishers, New Delhi

Mangal S.K. (2000). *Advanced Education Psychology*. New Delhi: Prentice Hall of India (P) Ltd.

Reber, S. A., & Reber, S. E. (2001). *Dictionary of Psychology* (3rd ed.). Penguin.

Santrock, W. J. (2006). *Psychology Essentials 2 (Updated ed.)*. Tata McGraw Hill Edition.

Sreevani, R. (2010). *A Guide to Mental Health and Psychiatric Nursing (3rd. ed.)*. Jaypee Brothers Medical Publishers.

Woolfolk, A. (2004). *Educational Psychology*. Pearson Education.

**Semester-I**

**Paper: EDN-104 (Credit-5)**

## **PEDAGOGICAL TREND AND ISSUES**

**Full Marks: 100 (Ext. 60 + Int. 40)**

### **COURSE OBJECTIVES:**

On completion of the course the students shall:

- Know different Approaches of Teaching in Classrooms.
- Acquire Knowledge of Different Methods of Learning.
- Understand the role of teacher in classroom transaction process.

### **DETAIL COURSE CONTENT**

#### **Unit-I Quality Classroom Learning**

- Dimension of Quality Education: Learners, Learning Environment, Content for Learning Process of Learning and teaching, Learning Outcomes; Concepts and Indicators for each quality dimensions.
- Facilitating Classroom Learning, learning beyond classroom, linking classroom learning to real life experiences,
- Teacher as a facilitator of learning: Knowledge of content and pedagogy, understanding learners and their needs, Choosing/innovating appropriate pedagogy to address individual learning needs.

#### **Unit-II Approaches to Learning and Teaching**

- Approaches: Subject-Centered, Teacher-Centered, Learner-centered, and Learning-centered.
- Methods of Learning and teaching: Inductive and Deductive, Demonstration, Activity Based learning

- Constructivist approach to learning: Meaning, methods- **5E** Model and **ICON** Design Model

### **Unit-III Teaching and Learning Materials**

- Teaching Learning Materials: Importance, Types, and Uses in classroom transaction
- ICT materials as resource for teaching and learning
- Textbooks, workbooks and reference books as learning materials; Learning beyond textbooks – other sources of learning,

### **Unit-IV Classroom Management**

- Classroom management: Concept and Importance
- Management with Key Resource: Group and paired work, Use of Local and Community Resources, Monitoring and giving feedback)
- Planning for Curriculum Transaction: Needs, types (Yearly, Quarterly, Monthly, and Daily plan) and purposes (Time, Space Multi-Grade and multi-Level Management)

### **Unit-V: Pedagogy and Andragogy**

- Pedagogy: Concept, Stages and Needs
- Organizing Teaching: Memory level (Herbartian Model), Understanding Level (Morrison Teaching Model), Reflective level (Bigge and Hunt Teaching Model).
- Concept of Andragogy in Education.: Meaning and Theories.

## **COURSE OUTCOMES**

- To develop different Approaches of Teaching in Classrooms.
- To develop different Classroom Management Techniques.
- Signify the role of Teacher in Classroom Transaction Process.

## **REFERENCES:**

Brubacher, J.S. *Modern Philosophies of Education*, McGraw Hill, New York.

Kneller, G. F. *Introduction to Philosophy of Education*, John Milley and Sons, New York.

National Policy on Education – 1986 & 1992, New Delhi: MHRD

Report of the Indian Education Commission, Government of India, New Delhi.

Russel, B. *Education Thought and Practice*, Sterling Publisher, New Delhi.

Sahakian, W. S *Introduction to the Psychology of Learning*, Rand Mc Mally Illionti.

Swarup Saxena, N. R: *Philosophical and Sociological Foundation of Education*, Surya Publication, Meerut.

## **M.A. Education**

### **Semester-I**

**PAPER: EDN- 105 (CREDIT-5)**

**PRACTICUM: BOOK REVIEW/JOURNAL REVIEW**

**Full Marks: 100**

### **OBJECTIVES**

- To develop the knowledge about book and journal review
- To develop the literary skills among students

### **COURSE CONTENT**

The students are required to review a book/journal of educational relevance under the guidance of teachers of the department. The review report will be submitted to the dept. Fifteen days before the conduct of the examination.

It will be evaluated jointly by the Internal and External Examiners.

The distribution of marks shall be as follows.

Report	:	70 Marks
Viva- Voce	:	30 Marks
Total	:	100 Marks

### **COURSE OUTCOMES**

- To analyze the content of the books and journal
- To distinguish the content of books and journal

**M.A. Education**

**Semester-I**

**Paper: EDN- 106 (CREDIT-2)**

**INDIAN KNOWLEDGE SYSTEM**

**Full Marks: 50**

### **COURSE OUTCOMES:**

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

- Describe the role of Ancient Indian Knowledge at present.
- Understand the origin of Indian knowledge and values.
- State the relationship between ancient and modern education system in India.
- Explain the broad meaning of education and form own concept of education.

### **DETAIL COURSE CONTENT**

#### **Unit- I: Introduction to the origin of Indian Knowledge**

- Upanishads, Vedas: Concept and Evolution of Jnan, Vignan, and Jeevan Darshan
- Objectives of Ancient Indian knowledge system.

#### **Unit- II: Subjects under Indian Knowledge system**

- Ayurveda, Yoga and Medication, Philosophy, Sanskrit Literature, Astrology and Astronomy, Mathematics, Arthashastra, Dharma Shastra, Environmental Science, History and Epigraphy, Political Science and Governance,
- Indian Classical languages, Dialectical Traditions, Folk Traditions, Classical Dance and Music.

### **Unit- III: Indian Values and Beliefs in Education**

- Importance of Indian values and beliefs in Education.
- Impact of Culture and Religion on Indian Education System.

### **Unit- IV: Contribution to Education**

- Contribution of Ancient Literatures to Education

### **Unit- V: Contribution of Ancient Indian knowledge To Modern Education System**

- Inclusion of Indian knowledge System under NEP 2020.
- Impact of Ancient knowledge on Research, Innovation and other modern Educational Practices.

### **REFERENCES**

B. Mahadevan, Vinayak Rajat Bhat, and Nagendra Pavana. Introduction to Indian Knowledge System: Concepts and Applications.

JK Bajaj (1988). The Indian Tradition in Science and Technology, an Overview.

S.S. Rao. Indigenous Knowledge Organization: An Indian Scenario.

Motilal Banarsidas. The Kautilya Arthashastra (Part I and II)

**M.A. Education**  
**Semester-II**  
**Paper: EDN- 201 (CREDIT-5)**  
**CURRICULUM STUDIES**  
**Full Marks: 100 (Ext. 60 + Int. 40)**

### **COURSE OBJECTIVES:**

- To develop an understanding of fundamentals of Curriculum Development
- To develop understanding of System analysis in Curriculum
- To develop the process of Curriculum Development

### **DETAIL COURSE CONTENT**

#### **Unit- I Understanding Curriculum**

- Curriculum: Concept, Difference between Curriculum and Syllabus
- Types and approaches of curriculum: Subject centered, activity centered, learner centered, learning-centered,
- Bases of Curriculum: Philosophical, Psychological and Sociological

#### **Unit- II Curriculum Development**

- Determinants: Socio-economical, political, cultural and educational
- Principles: Need-based, relevance, Flexibility, Contextuality etc
- Process and stages: Need Identification, identification of resources and strategies, preparation, sharing and feedback, finalizing at different levels (national, state and institution)
- Issues and concerns in curriculum development: Centralized and decentralized process, plurality, political, cultural, relevance, rigidity for no-renewal

## **Unit III Models of Curriculum Development**

- Tyler's Model (1949)
- Hilda Taba Model (1962)
- Nicholls and Nicholls Model (1972)
- Wills and Bondi Model (1989)

(Each model to be discussed in terms of their basic focus, structure, process and relevance)

## **Unit- IV Models of Curriculum Evaluation**

- Tyler's Model, and Stake's Model of Curriculum Evaluation
- Scriven's Model and Kirkpatrick's Model
- CIPP model (context, input, process, product)

## **Unit- V Curriculum Transaction, Evaluation and Renewal**

- Curriculum Transaction: Planning, Preparation and mode of transaction.
- Evaluation: Mode (Internal and External), Periodicity (Continuous and periodic), Mechanism: Research, studies, on-site observation, FGD, online feedback.
- Renewal: Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement, Scope of curriculum research and Types of Research in Curriculum Studies.

## **COURSE OUTCOMES:**

- To analyse the role of Philosophy, Psychology, Sociology in shaping Curriculum
- To apply the Knowledge and Understanding of various Models of curriculum Design in curriculum development.
- To implement the knowledge of various Evaluation processes in Curriculum development.

## **REFERENCES:**

Bloom, B.S., Hastings, J.T. & Madaus, G.F. (1971): *Handbook of Formative and Summative Evaluation Student Learning*. New York: McGraw Hill.

Bruner, J.S. (1966). *Towards a Theory of Instruction*. Cambridge: Mass, Harvard University Press.

Cropper, G.L. (1974). *Instructional Strategies*. Englewood Cliff, N.J.: Educational Technology Publications.

Davis, I.K. (1971). *The Management of Learning*. London: McGraw Hill.

Forsyth, I., Jolliffe, A. & Stevens, D. (1999): *Evaluating a Course. Practical Strategies for Teachers, Lectures and Trainers*. London: Kogan Page.

National Curriculum Framework (2005): New Delhi: NCERT.

**Semester-II**

**Paper: EDN- 202 (CREDIT-5)**

**HISTORICAL, POLITICAL AND ECONOMICAL PERSPECTIVES OF  
EDUCATION**

**Full Marks: 100 (Ext. 60 + Int. 40)**

**COURSE OBJECTIVES:**

- To know the Historical Perspectives of Education at Different Levels
- To understand the Economical Perspectives of Education at Different Levels
- To understand the Political Perspectives of Education at Different Levels

**DETAIL COURSE CONTENT**

**Unit- I Education in India: Pre- Independence Scenario**

- Education in Buddhist period
- Education in Medieval period
- Education in British Rule: Macaulay's Minutes, Wood's Dispatch, and Hunter Commission.

**Unit- II Education in India: Post- Independence Scenario**

- Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986,1992), National Commission on Teachers (1993),
- National Curriculum Framework 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009),
- National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012), National Policy on Education-2020.

**Unit- III: Relationship between Policies and Education**

- Linkage between Educational Policy and National Development,
- Determinants of Educational Policy and Process of Policy formulation: Analysis of the

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existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

## **Unit- IV: Economical Perspectives of Education**

- Economics of Education: Concept, Cost Benefit Analysis Vs Cost Effective Analysis in Education
- Economic returns to Higher Education Signaling Theory Vs Human Capital Theory,
- Educational Finance: Concept, Educational finance at Micro and Macro Levels, Concept of Budgeting

## **Unit- V: Political Perspectives of Education**

- Politics of Education: Concept, Liberal, Conservative and Critical,
- Approaches to understanding Politics: Behaviourism, Theory of Systems Analysis and
- Theory of Rational Choice.
- Education for Political Development and Political Socialization.

## **COURSE OUTCOMES:**

- To analyze The Historical Perspectives of Education at Different Levels.
- To analyze The Economical Perspectives of Education at Different Levels.
- To analyze The Political Perspectives of Education at Different Levels.
- To Appreciate That Relevant Research Work Would Help to Achieve Efficiency and Excellence in the Educational Practices.

## **REFERENCES:**

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Brubacher, John S. (1969). *Modern Philosophies of Education*. New Delhi: Tata McGraw Hill.

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Gore, M.S. (1984). *Education and Modernization in India*. Jaipur: Rawat Publishers.

Karbir Humayun. (1961). *Education in New India*. New Delhi: Asia Publishing House.

Kneller, George F. (1978). *Foundations of Education*. John Wiley and Sons.

Mukerji S. N. (1960). *Education in India To-day & Tomorrow*. Baroda: Acharya Book.

Mukherjee, S.N. (1955). *History of Education in India*. Baroda: Acharya Book Depot. New Delhi: National Publishing House.

Narvane, V.S. (1978). *Modern Indian Thought*., New York: Orient Longmans Ltd.

Nurullah&Naik. (1951). *History of Indian Education*. Bombay: Macmillan & Co.

Panday, V.C. (2005). *Value Education and Education for Human Rights*. Delhi: Isha

Power, Edmund, J. (1962). Main Currents in the History of Education, McGraw Hill Book Co.Inc., New York.

**Semester-II**

**Paper: EDN- 203 (CREDIT-5)**

## **EDUCATIONAL TECHNOLOGY**

**Full Marks: 100 (Ext. 60 + Int. 40)**

### **COURSE OBJECTIVES:**

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

- Understand The Nature and Scope of Educational Technology and Also About the Various Forms of Technology
- Know The Instructional Design and Modes of Development of Self -Learning Material.
- Know The Different Models of Teaching.
- Know The Recent Innovation and Future Perspectives of Educational Technology.

### **DETAIL COURSE CONTENT**

#### **Unit – I: Understanding Educational Technology**

- Educational Technology: Concept, differentiate Educational Technology with ICT and Instructional Technology
- Applications of Educational Technology: Formal, Non-formal (Open and Distance Learning), Informal and Inclusive education systems
- Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non-formal groups)

#### **Unit – II: Systems Approach to Instructional Design**

- Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's),

- Gagne's Nine Events of Instruction and Five E's of Constructivism,
- Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

### **Unit – III: Trends in e-learning**

- Social learning: Concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum,
- Open Education Resources: Creative Commons, Massive Open Online Courses
- E Inclusion – Concept, Application and Ethical issues of e- learner and e-teacher

### **Unit – IV: ICT in Evaluation and Management**

- ICT and Evaluation: Concept and types: e-portfolio, e-rubrics,
- ICT and management: MIS system for educational management, ICT for personal management, e-mail and networking
- ICT and Research: Concept and development, Online Repositories and Online Libraries, Online survey tools.

### **Unit- V: Initiatives of NCERT**

- DIKSHA. NISTHA
- e- PATHSALA, e- GYANKOSH. PARAKH
- NROER, LMS Creative Commons (CC).

### **COURSE OUTCOMES:**

- Establish Relationship Between Learning Theories and Educational Technology
- Develop Basic Skills in the Production of Different Types of Instructional Material.
- Familiarize With Evaluation Techniques

## REFERENCES:

Adam, D.M. (1985): Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y.

Ahmad, J., Ahmad, M.S. and Khan, A. (2012). *Computer applications in education*. Hyderabad: Neelkamal Publication.

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CEMCA (2014). *Professional development programme on OER-based e-Learning*. New Delhi: Commonwealth Educational Media Center for Asia.

CEMCA (2014). *Technology tools for teachers*. New Delhi: Commonwealth Educational Media Center for Asia.

Coburn, P. and et. al. (1985): Practical Guide to Computers in Education, Addison -Wesley Publishing Company, Inc.

Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.

David, M. (2009). *Project based learning- Using information technology* (2nd Edn.). New Delhi: Viva Books.

James, K.L. (2003). *The internet: A user's guide*. New Delhi: Prentice Hall of India.

Mohanty, L.& Vora, N (2008). *ICT strategies for schools- A guide for school administrators*. New Delhi: Sage Publications.

**Semester-II**

**Paper: EDN- 204 (Credit-5)**

**EDUCATION OF STUDENTS WITH SPECIAL NEEDS**

**Full Marks: 100 (Ext. 60 + Int. 40)**

### **COURSE OBJECTIVES:**

On completion of the course the students shall be able:

- To explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education;
- To enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms
- To describe the inclusive pedagogical practices & its relation to good teaching;

### **DETAIL COURSE CONTENT**

#### **Unit-I: Understanding Special Education:**

- Special Education: Concept, Importance and Objectives
- Education of Mental Retardation: Concept, Etiology and Educational programme
- Education of Orthopedically Impaired: Concept, Etiology and Educational programme

#### **Unit-II: Education for gifted and Slow Learner**

- Education of visual and hearing Impairment: Concept, Etiology and Educational programme
- Education of gifted children: Concept and Educational Programmes
- Education of Learning Disability: Concept, Etiology and educational provision

## **Unit-III: Fundamentals of Inclusive Education**

- Inclusive Education: Concept, Principles, Scope, Barriers and Importance
- Evolution of the Inclusive Education: Special, Integrated, Inclusive Education
- Legal Provisions of Inclusive Education: Persons with Disabilities Act (1995), National Policy on Person with Disabilities (2006), Rehabilitation Council of India Act (1992), Rights of Persons with Disabilities Act (2016). UNCRPD (2006)

## **Unit – IV: Planning and Management for Inclusive Education:**

- Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices,
- Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances).
- Process (Individualized Education Plan, Remedial Teaching), Parent- Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School.

## **Unit- V: Disability and it's Prevention**

- Aspects of ICF Model
- Models of Inclusion: Full Inclusion Model, Team Teaching Model, Wange's S Adaptive Learning Environment Model, Strategy Intervention Model, Circle of Inclusion Model.
- Causes and preventions of Disability.

## **COURSE OUTCOMES:**

- To explicate the National & International policies & frameworks facilitating inclusive education;
- To expound strategies for collaborative working and stakeholders support in implementing inclusive education;
- To analyse the inclusive pedagogical practices & its relation to good teaching;

## **REFERENCES:**

Ainscow, M. (1999) *Understanding the development of inclusive schools*. London: Falmer.

Ainscow, M., Dyson, A. and Weiner, S. (2013). *From exclusion to inclusion: Ways of responding in schools to students with special educational needs*. Berkshire, London: CIBT Education Trust.

Booth, Tony and Ainscow, Mel (2002). *Index for inclusion: Developing learning and participation in schools*. London: Center for Studies on Inclusive Education.

Bornstein, M.H. and Lamb, M.E(1999). *Developmental psychology: an advanced textbook*, New Jersrey: Lawrence Erlbaum Publishers

Dyson, A. and Millward, A. (2000) *Schools and special needs: issues of innovation and inclusion*. London: Paul Chapman.

Hart, S., Dixon, A., Drummond, M.J. and McIntyre, D. (2004). *Learning without limits*. Maidenhead: Open University Press.

Heward W.L. (2000) Exceptional children: an introduction to Special Education, New Jersey: Prentic-Hall.

Nind, M., Sheehy, K. and Simmons, K. (eds). *Inclusive education: learners and learning contexts*. London: Fulton.

**Semester-II**

**Paper: EDN-205 (CREDIT-5)**

**EDUCATIONAL MEASUREMENT AND EVALUATION**

**Full Marks: 100 (Ext. 60 + Int. 40)**

### **COURSE OBJECTIVES:**

On completion of the course the students shall be able:

- To develop an understanding of the concepts of measurement, assessment and evaluation
- To develop an understanding of the taxonomy of educational objectives
- To compare the tools and techniques of evaluation
- Understand the basic concepts and techniques of measurement and evaluation in education.
- Understand the new trends in evaluation

### **DETAIL COURSE CONTENTS**

#### **Unit-1: Introduction to Measurement and Evaluation**

- Measurement and Evaluation: Concept, Purpose and Scales of Measurement (Nominal, Ordinal, Interval, Ratio)
- Classification of Evaluation Based on: Purpose (Placement, Formative, Diagnostic and Summative), Scope (Teacher-Made, Standardized), Attributes Measured (Achievement, Attitude, Aptitude), Nature of Interpretation (Norm-Referenced and Criterion-Referenced)
- Continuous and Comprehensive Evaluation: Meaning, Importance and Scope

## **Unit-II: Introduction to Assessment**

- Assessment of Learning: Meaning, Importance, Purpose and Process
- Assessment for Learning: Meaning, Importance, Purpose and Process
- Assessment as Learning: Meaning, Importance, and Process

## **Unit-III: Tools of Assessment and Evaluation**

- Characteristics of a Good Test- Reliability, Validity, Usability and Norms
- Steps of Test Construction (Planning, Preparing, Try Out, Evaluation)
- Analysis of Test Items- Item difficulty and Item discrimination

## **Unit-IV: Techniques of Assessment**

- Self and Peer-assessment techniques, Observation, Portfolio, Interview, Focused Group discussion, and Rubrics (Description and Use)
- Provision of Feedback for Students and Parents- Need and Modes,
- Provision of Feedback for Teachers- for time improvement in teaching learning Process

## **Unit- V: Assessment in Pedagogy and Andragogy**

- Models of Assessment Domains: Cognitive, Affective and Psychomotor.
- Flander's Interaction Analysis
- Galloway s System of Interaction Analysis.

## **COURSE OUTCOMES:**

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

- Apply the tools and techniques of evaluation
- Understand the new trends in evaluation

## **REFERENCES**

Aggarwal, J.C. (1995). Essentials of Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.

Ebel, L. Measuring Educational Achievement Englewood, Cliffs, Prentice Hall.

Freemen, F. S. Theory and practice of psychological Testing, Oxford IBH Publishing, New Delhi.

Gronlund, N. E. & Linn, R. L. Measurement and Evaluation in Teaching, McMillian, NewYork.

Gronlund, N. E. Measurement and Evaluation in Teaching, McMillian, NewYork.

Propham, W. J. Educational Evolution, Boston: Allyn &Bacon.

Sharma R. A. Essentials of Measurement in Education and Psychology, Surya Publication, Meerut.

Stanley, J. C. & Kophins, K.D. Educational and Psychological Measurement & evaluation, Prentice Hall, NewDelhi.

**O.E Paper: EDN-206**  
**EDUCATIONAL GUIDANCE AND COUNSELLING**  
**CREDIT-5**

**Full Marks: 100 (Ext. 60 + Int. 40)**

### **COURSE OBJECTIVES:**

On completion of the course the students shall be able:

- To develop understanding of bases meaning, need and types of guidance
- To get acquainted with the tools and techniques of appraisal of an individual
- To develop understanding of meaning characteristics and types of counseling
- To get acquainted with process and techniques of Counseling.
- To get acquainted with the importance of placement and follow up services.
- To develop understanding about Counseling-research, issues and trends.

### **DETAILS COURSE CONTENT**

#### **Unit I: Introduction to Guidance and Counseling**

- Guidance and Counseling: Concept, Need, Scope and Principle
- Importance of guidance and counseling at various level of schooling and relationship with counseling
- Types of Guidance programme: Socio-personal, Educational and Vocational.

#### **Unit II: Essential Services in guidance programme**

- Types of guidance services: Orientation, information services, students' appraisal, individual inventory, counseling, referral, placement and follow up
- Significance of Research and evaluation in guidance programme
- Condition essentials for planning and organization of guidance programmes in schools

### **Unit-III: Assessment for Guidance and Counseling**

- Assessment of Guidance and Counseling: Need and Importance
- Tools and techniques of psychological testing
- Non-testing techniques: Observation and Interview, sources of information, anecdotal record, cumulative record, socio-metry and portfolio assessment

### **Unit – IV: Guidance for students with special needs:**

- Guidance for students with Disabilities, Gifted & Creative and Socially Disadvantaged & Juvenile Delinquent.
- School guidance committee: Constitution, Roles and Functions
- Role of teachers, parents, administrator and other personnel in guidance to students with disabilities.

### **Unit-V: Types and Areas of Counselling**

- Group Counselling: Nature, Process and Skills.
- Techniques: Cognitive, Behavioral, and Systematic Techniques.
- Areas of Counselling: Family Counselling. Parental Counselling. Adolescent Counselling, Counselling for CWSN.

## **COURSE OUTCOMES:**

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

- acquaint with the tools and techniques of appraisal of an individual
- acquaint with process and techniques of Counselling.
- Acquaint with the importance of placement and follow up services.

## **REFERENCES**

Anand, S.P. (2007). *Guidance in School*, Bhubaneswar: Global Printers

Bantole, M.D. (1984). *Guidance and counselling*. Bombay: Sheth and Sheth Publications.

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

Gibson, R.L. and Mitchell, M.H. (1986). *Introduction to Guidance*, New York: McMillon

Glading, S.T. (1996). *Counselling: A Comprehensive Profession*, Prentice Hall Inc. Of India.

Nayak, A.K. (1997). *Guidance and Counselling*, New Delhi: APH Publishing.

Sharma, R.N. and Sharma R. (2004). *Guidance and Counselling in India*, New Delhi: Atlantic Publishers and Distributers.

**M.A. Education**

**Semester-III**

**Paper: EDN- 301 (CREDIT-5)**

**EMERGING ISSUES IN EDUCATION**

**Full Marks: 100 (Ext. 60 + Int. 40)**

### **OBJECTIVES:**

- To Comprehend the various constitutional provisions.
- To Acquire the skill to eradicate inequality, discrimination and marginalization in education.
- To Review objectives and social purposes of higher education in the context of globalization.

### **DETAIL COURSE CONTENTS**

#### **Unit I: Education as a Field of Knowledge**

- Knowledge and discipline: Concept and Nature, and Categories
- Forms of Knowledge: Basic, Applied, Multidisciplinary and Interdisciplinary
- Perspectives of Education: Logical and Social

#### **Unit II: Current Issues in Educational Practices**

- Equality, Equity and Quality; Autonomy and Accountability; Testing and Assessment.
- Policy of inclusion-Women, Minorities, Disabled, SCs and STs
- Efforts to address the issues through SSA and RMSA

#### **Unit –III: Contemporary Issues in Education**

- Liberalization, Globalization and Privatization (LPG) in education

- Language and medium of instructions: Multi-lingualism and Multi-culturalism.
- Peace Education

## **Unit-IV: Progamme and policy issues in Education**

- Human Rights Education
- Right of Children to Free and Compulsory Education.
- Efforts for upgrading the quality of Higher Education through RUSA.

## **Unit- V: Programs and Strategies**

- Vocational Education with reference to NEP-2020: Secondary and Higher Secondary.
- Adisheshiah Committee Report (1978).
- National Vocational Education Qualification Framework (EVEQF).

### **COURSE OUTCOMES:**

- Realize the policy framework for Education in India.
- Develop the knowledge about various policies on education
- Examine the role and functions of different monitoring agencies of education

### **REFERENCES:**

- Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harward University Press.
- NCERT (2005). National curriculum framework, New Delhi. MHRD,
- Gov. of India (1992), National policy on education (revised) New Delhi.
- MHRD, (1992), Programme of action. Govt. of India, New Delhi.
- Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21 st century, UNESCO.
- Illich, I. (1996). DE schooling Society. Marion Boyers, London.
- Yadav, M. S. & Lakshmi, T. K. S. (1995). Education: Its Disciplinary Identity, Journal of Indian Education, XXI (1), 1-21.
- Aggrawal, J.C. (2010). Educational administration and management. New Delhi: Vikas Pub. House.
- Ahuja, R. (2013) Social problems in India. New Delhi: Rawat Publications.

- Chakraborty, D.K. (2010). Shiksha by absthapana o parikalpana. Kolkata: K. Chakraborty Publications.
- Dash, B.N. (2013). School organization, administration and management. New Delhi: Neelkamal Publications.

**Semester-III**  
**Paper: EDN-302 (CREDIT-5)**

## **RESEARCH METHODOLOGY & EDUCATIONAL STATISTICS**

**Full Marks: 100 (Ext. 60 + Int. 40)**

### **COURSE OBJECTIVES**

- To Understand the meaning & Nature of Educational Research
- To provide insight of types of Educational Research
- To Understand the foundations of educational research
- To Develop insight of the types and methods of educational research
- To Understand the necessity of review of literature
- To Construct and use different kinds of Tools & techniques of Collecting Data
- To Formulate and test Hypothesis
- To Understand about the fundamentals of Sampling theory and technique
- To Familiarize about various measurement and scaling techniques

### **DETAIL COURSE CONTENTS**

#### **Unit-I: Fundamentals of Educational Research**

- Educational research: Meaning, Types, scope and limitation
- Research paradigm: Quantitative, Qualitative and Mixed – Their Characteristics
- Importance of Review of related literature in Research
- Philosophical, Historical, Descriptive, Experimental, and Ex-post facto Research
- Research report and dissemination of research findings

## **Unit II: Formulating research problem**

- Identification of Research Problem
- Variables—Types of variables and controlling variables,
- Hypothesis – Classification, Formulation and Testing of Hypothesis.
- Preparation of research proposal

## **Unit-III: Tools, Techniques and Sampling**

- Concept of population and sample -Characteristics of good sample
- Sampling techniques and sampling error
- Tools of research: Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory
- Techniques of Research: Observation, Interview and Projective Techniques

## **Unit-IV: Descriptive and Non-parametric Statistics**

- Data- Types, Sources, and graphical representation.
- Scales of Measurement- Nominal, Ordinal, Interval and Ratio.
- The Normal curve and Standard scores- characteristics of Normal Probability Curve (NPC) and its application. Standard scores- Z-score and T-score.
- Concept of non-parametric statistics, Chi-square test and its uses
- Sign test and Median test
- Advantages and limitations of non- Parametric statistics

## **Unit- V: Inferential Statistics and Plagiarism**

- Concept of Parameter and Statistics Sampling litter, Standard Error.
- Testing of hypothesis: Null and Alternative hypothesis, Types of Error (Type I and Type II Error).
- Level of significance, degrees of freedom one Tailed and Two Tailed Test. Significance difference between two means (Independent and Correlated Samples).
- Analysis of Variance (ANOVA)- one way, two way, assumptions, computation and uses.
- Concept of Plagiarism and its types.

## **COURSE OUTCOMES:**

- Develop insight of the types and methods of educational research
- Construct and use different kinds of Tools & techniques of Collecting Data
- Formulate and test Hypothesis
- Use of various measurement and scaling techniques.

## **REFERENCES:**

Best J.W. & Khan, J. V. *Research and Education* Prentice Hall of India, Englewoodcliffs.

Gay, L. R.: *Educational Research: Competencies for Analyzers and Applications*, Mc Millan, New York.

Hopkins, D.A. *Teacher's Guide to class-room Research* O. U. Press, London.

Kerlinger, F. N. *Foundation of Behavioural Research*, Delhi: Surfeet Publication.

Kaul, L. *Methodology of Educational Research*, New Delhi: Vani Educational Books.

Sharma, S. R. *Philosophy of Educational Research*, New Delhi: Anmol.

Sukhia, S. P.: Mehrotra, P. V. and Mehrotra, R. N. *Elements of Educational Research* Allied Bombay.

**Semester-III**

**Paper: EDN-303 (A) (CREDIT-5)**

## **EDUCATIONAL MANAGEMENT AND ADMINISTRATION**

**Full Marks: 100 (Ext. 60 + Int. 40)**

### **COURSE OBJECTIVES**

On completion of the course the students shall be able:

- To enable the students to understand about the concept, aims and scope of teacher education in India with historical perspectives.
- To visualize the structure and frame work of teacher education.
- To understand the Concept, Determinants, Identification and Characteristics of teacher Effectiveness.
- To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.
- To develop in the students an understanding about the important research findings in teacher education.

### **DETAIL COURSE CONTENT**

#### **Unit-I: Introduction to Educational Management and Administration**

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

## **Unit-II: Leadership in Educational Administration**

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

## **Unit-III: Management of Quality Education**

- Concept of Quality and Quality in Education: Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance,
- Total Quality Management (TQM), Six sigma,
- Quality Gurus: Walter Shewhart, Edward Deming, C.K Pralhad

## **Unit-IV: Models and Process of Educational Management**

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

## **Unit- V: Issues and Challenges in Educational Management.**

- Issues and Challenges in Ensuring the Quality of Education.
- Liaisoning with Higher Authorities and Community for Participatory Management.
- Use of Technology in Management and Administration.

## **COURSE OUTCOMES:**

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

- Visualize the structure and frame work of teacher education.
- Understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.

## **REFERENCES:**

Korthagen, F. A.J. (2001). *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Lawrence Erlbaum Associates.

Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.

Linda, D. H. & John, B. (2005): *Preparing Teachers for a Changing World*. Jossey-Bass, San Francisco.

Loughran, John (2006): *Developing a Pedagogy of Teacher education: Understanding Teaching and Learning about Teaching*. Rutledge: New York.

Mangala, Sheela (2000). *Teacher Education: Trends & Strategies*, Radha Publishing, New Delhi.

Martin, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.

MHRD (1986). *National Policy on Education and Programme of Action*, Govt. of India, New Delhi.

MHRD (1990). *Towards an Enlightened and Humane Society*; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.

MHRD (1992). *Programme of Action*, Department of Education, Govt. of India, New Delhi.

Millman, J., (1988). *Handbook of Teacher Education*, Boverly Hills, Sage Publishing.

Ministry of Education 1964-66, *Education and National Development Report of Indian Education Commission*, Govt. of India, New Delhi.

Nayar, D.P. (1989). *Towards a National System of Education*, Mital Publishing, New Delhi.

**Semester-III**

**Paper: EDN-303 (B) (CREDIT-5)**

**LIFE SKILLS EDUCATION**

**Full Marks: 100 (Ext. 60 + Int. 40)**

## **COURSE OBJECTIVES**

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

- Understand the Conceptual framework o Life skill education.
- Gain insight into the relationship between different life skills.
- Understand the Role of social skills
- Understand Interpersonal relationships.

## **DETAIL COURSE CONTENT**

### **Unit I: Introduction to Life Skill Education**

- Life Skill Education: Concept and Importance
- Quality Education and Life Skills: Dakar Framework
- Life Skills Education in the Indian Context

### **Unit II: Thinking Skill**

- Thinking Skill: Concept, nature and elements of thoughts
- Creative and critical thinking, Decision making: process and consequences
- Problem solving: Concept, steps and factors influencing problem solving

### **Unit III: Coping Skills**

- Coping with Emotions: Concept, Types and Causes and Strategies
- Strategies to develop skills of managing emotions: Classroom discussion; Brainstorming; Role-plays
- Sources of Stress: The General Adaptive Syndrome Model of Stress, Coping Strategies

## **Unit IV: Social Skills and Negotiation Skills**

- Social skills: Concept, strategies to promote social skills
- Effective Communication -Concept, Functions, Barriers
- Interpersonal Relationship - Concept, Factors affecting Relationships

## **Unit-V: Relevance of Life Skill Education**

- Relevance of Life Skill at Elementary Level
- Relevance of Life Skill at Secondary Level
- Relevance of Life Skill at Higher Secondary Level

### **COURSE OUTCOMES:**

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

- Understand the Role of social skills
- Understand Interpersonal relationships.

### **REFERENCES:**

Dahama O.P., Bhatnagar O.P, (2005). *Education and Communication for Development*, Oxford & IBH Publishing Co. Pvt. Ltd. NewDelhi.

Debra McGregor, (2007). *Developing Thinking; Developing Learning- A guide to thinking skills in education*, Open University Press, New York, USA.

Duffy, G. K. and Atwater, G. (2008). *Psychology forLiving Adjustment, Growth and Behaviour Today*, New Delhi: Pearson Education Inc.

Hockenbury (2010). Discovering Psychology, Worth Publishers. NewYork.

Jane, S. H. and John W. S. (2009), *Psychology: Context & Application*, McGraw-Hill Companies Inc., Third Edition, USA.

Nair, V. R. (2010). *Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

Stella, C. (2005). *Critical Thinking Skills: Developing Effective Analysis and Argument*, Palgrave Macmillan Ltd., NewYork

**Paper: EDN-304 (CREDIT-5)**

**PRACTICUM: PREPARATION AND PRESENTATION OF  
RESEARCH PROPOSAL AND DEVELOPMENT OF TOOLS**

**Full Marks: 100**

**OBJECTIVES:**

- To develop research skills of proposal preparation & tools development among the students.

**DETAILS COURSE CONTENT**

Each student is required to select a problem on which he/she has to do intensive study under the guidance of a supervisor. The research proposal will be presented through power-point. All the students of the Department will remain present and participate in discussion of the paper. There will be an open viva-voce. They are also required to develop the tools for data collection and collect the relevant data by using tools.

Marks shall be awarded to each student on the basis of relevance of the research proposal and tools, standard and quality of the proposal and tools, style of presentation and clarification of doubts raised by the participants.

It will be evaluated jointly by the Internal and External Examiners.

The distribution of marks shall be as follows.

Report	:	70 Marks
Viva- Voce	:	30 Marks
Total	:	100 Marks

**COURSE OUTCOMES:**

- Construct and use different kinds of Tools & techniques of Collecting Data
- Formulate and test Hypothesis
- Use of various measurement and scaling techniques

**Paper: EDN-305 (CREDIT-3)**

**SWAYAM**

**Full Marks: 100**

Students Will Choose One Swayam Course from The UGC SWAYAM Portal. Course Credit Must be 3. This is mandatory for all. Without completion of this course, nobody will get final result.

**M.A. (Education)**  
**Semester-IV**  
**Paper: EDN- 401 (CREDIT-5)**  
**PERSPECTIVES OF TEACHER EDUCATION**  
**Full Marks: 100 (Ext. 60 + Int. 40)**

**COURSE OBJECTIVES:**

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

- To enable the students to understand about the concept, aims and scope of teacher education in India with historical perspectives.
- To visualize the structure and frame work of teacher education.
- To understand the Concept, Determinants, Identification and Characteristics of teacher Effectiveness.
- To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.
- To develop in the students an understanding about the important research findings in teacher education.

**DETAIL COURSE CONTENT**

**Unit I: Understanding Teacher Education**

- Teacher Education: Meaning, Nature and Scope
- Teacher Education programme: Types and structure and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels,

- Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas

## **Unit II: Pre-service Teacher Education Programme**

- Pre-service teacher education: Meaning, Importance, Objectives and Modes (face-to-face and distance)
- Stage specific programmes - Pre-school, Elementary and Secondary and Higher Secondary Teacher Education Programmes with reference to duration, curriculum, staffing pattern, assessment etc as per NCTE Regulations, 2014
- Components of Pre-service Teacher Education: Transactional Approaches, Expository, Collaborative and Experiential learning

## **Unit III: In-service Teacher Education Programme**

- In-service teacher education: Meaning, importance and objectives in the context of Continuing Professional Development (CPD)
- Purpose and Scope of In-service Teacher Education Programme
- Approaches and modes of organizing CPD: Approaches- self-study, participatory workshops, panel discussion, FGD etc

## **Unit IV: Management and Support Services**

- Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development, ICT Integration,
- Support organizations: National level - MHRD, NCERT, NUEPA, NCTE and UGC
- Performance Appraisal of Teachers and Quality control in Teacher Education.

## **Unit- V: Categories of Teacher Education**

- Elementary Level: DIET, ETEI, BIET
- Secondary and Higher Education: CTE, IASE
- Issues and Challenges in Teacher Education Institutions.

## **COURSE OUTCOMES:**

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

- Visualize the structure and frame work of teacher education.
- Understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.

## **REFERENCES:**

Beck, C. & Clark, K. A. (2006): *Innovations in teacher education: A social constructivist approach*. London: State University of York.

Chopra, R.K. (1993). *Status of teachers in India*. New Delhi: NCERT.

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Day, C. and Sachs, J. (Ed.) (2004). *International handbook on the continuing professional development of teachers*. Maidenhead: Branks Open University Press.

Furlong John (2013), *Education: An anatomy of the discipline*. London: Routledge. Govt. of India (1953). *Report of Secondary Education Commission*. New Delhi.

Govt. of India (1986/1992). *National policy of education*. New Delhi: Dept. of Education, MHRD.

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Herne Steve, Jessel John and Griffith, Jenny (2000). *Study to teach: A guide to studying in teacher education*. London and New York: Routledge Falmer.

Joyce, Bruce, Well, Marsha, and Calhoun, Emily (2009) *Models of teaching* (8th Edn.). London: Pearson.

Korthagen, Fred A.J.et al. (2001). *Linking practice and theory: The pedagogy of realistic teacher education*. New York: Lawrence Erlbaum Associates.

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Miyan, Mohammad (2004). *Professionalization of teacher education*. New Delhi: Mittal Publications.

Mukhopadhyay, Sudesh and Anil Kumar, K (2001). *Quality profiles of secondary schools*. New Delhi: NIEPA.

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NCTE (1979) *Organization of core teaching programme package*. New Delhi.

**Semester-IV**  
**Paper: EDN-402 (CREDIT-5)**  
**HIGHER EDUCATION IN INDIA**  
**Full Marks: 100 (Ext. 60 + Int. 40)**

## **OBJECTIVES:**

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

- Develop the conceptual knowledge of higher education
- View point of different commission and committees on higher education.
- Role of various agencies in higher education
- Explain the advantage and disadvantage of privatization of higher education.

## **DETAIL COURSE CONTENT**

### **Unit I: Development of Higher Education**

- Development of Higher Education in India: Pre-Independence and Post-Independent period with special reference to recommendation of University Education Commission (UEC, 1948)
- Higher education with reference to Indian Education Commission (1964-66)
- Higher education with reference to National Policy on Education (1986)

### **Unit II: Management of Higher Education:**

- Autonomy, Accountability, Management and financing of Higher Education Institutions.
- Role and function of various agencies of Higher Education: MHRD, UGC, NAAC,

AIU, DST, ICSSR, NIEPA, NCTE, IGNOU

- Quality Assurance and Assessment in Higher Education.

### **Unit-III Privatization of Higher Education**

- Privatization of Higher Education: Concept, emerging issues and challenges
- Privatization of Teacher Education: Issues and Challenges
- Suggestions to improve Privatization of Higher Education in India.

### **Unit – IV: Rethinking Development in higher education:**

- Higher education and new imperialism threat
- Opportunities and anomalies liberalization and internationalization of Higher Education
- Emergence of Open and Distance Learning (ODL) at the tertiary level

### **Unit-V: Learning Programs in Higher Education**

- Oriental, Conventional, and Non- Conventional Education
- Professional, Technical and Skill based Education
- Value Education.

### **COURSE OUTCOMES:**

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

- Get knowledge about different commission and committees on higher education.
- Get knowledge about Open and Distance Learning (ODL)

### **REFERENCES:**

Chabe, S. P. (1985). *History of Indian Education*. Agra; Vinod Pustak Mandir, Agra.

Nanda, S. K. *India Education and its problem today*, New Delhi: Kalyani Publishers.

Narullah, S. & Naik, J. P. (1951). A History of Education in India, Mc Millan, Bombay.

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*Report of the Education Commission* (1964-66) Government of India, New Delhi, 1966.

**Semester-IV**  
**Special Paper (1): EDN-403 (CREDIT-5)**  
**OPEN AND DISTANCE LEARNING**  
**Full Marks: 100 (Ext. 60 + Int. 40)**

**OBJECTIVES:**

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

- Understand the Concept, Features, Objectives and Scope of open and Distance Education.
- Critically analyze the growth of distance education and explain the socio-economic relevance and philosophical basis of Distance Education
- Familiarize with issues related to Planning, Management, Promotion and Coordination of Distance Education.
- Understand the mechanism for Learner Support Services in Distance Education.
- Understand the Role of Different forms of Communication Media in Distance Education.

**DETAIL COURSE CONTENT**

**Unit I: Development of Distance Education**

- Open and Distance Education: Concept, Significance and Objectives
- Problems and Issues in Distance Education-quantity, quality, relevance and effectiveness.
- Present status of distance education system, quality assurance and challenges in

distance education in India.

## **Unit II: Learner and Learning process of Distance Education:**

- Distance learners: Nature, and types of learners-successful, non-starter and mild course dropouts.
- Distance Education process: Nature of adult learning, Andragogy of distance learning: Role of self-learning in distance education
- Reading: SQ3R Technique (Survey, Question, Reading, Recall, and Review).

## **Unit-III Problem and issues of Distance learner**

- Problems of Distance Learners-Isolation and lack of motivation, Lack of interaction with peers etc.
- Issues and concerns of Distance learners
- Strategies to overcome problem of distance learner

## **Unit – IV: Instructional process in distance and open learning:**

- Distance tuition-Meaning and Concept, Distance tutor-difference between a classroom and distance tutor.
- Tutor Comments-Significance of tutor comments, levels of tutor communication (academic, personal and supplemental communication).
- Two-way communication in Distance Education and Open Learning.

## **Unit-V: Open Learning Platforms**

- MOOCS, LMS
- SWAYAM, SWAYAMPRAVA
- NDL, PINDICS

## **COURSE OUTCOMES:**

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

- Critically analyze the growth of distance education and explain the socio-economic relevance and philosophical basis of Distance Education

- Understand the mechanism for Learner Support Services in Distance Education.
- Understand the Role of Different forms of Communication Media in Distance Education.

## **REFERENCES:**

Criscito Pat (2004): *Barron 's Guide to Distance Learning*. Barron's E Publisher.

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Garrison, D.R. (1989): *Understanding Distance Education Framework for Future*. Routledge, Chapman and Hall, London.

Holmberg, B. (1986): *Growth and structure of Distance Education*. London: Croom Helm.

Holmberg, B. (1989): *Theory and Practice of Distance Education*. Routledge, Chapman & Hall, London.

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**Semester-IV**  
**Special Paper (2): EDN-404 (CREDIT-5)**  
**EDUCATIONAL GUIDANCE AND COUNSELLING**  
**Full Marks: 100 (Ext. 60 + Int. 40)**

### **COURSE OBJECTIVES:**

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

- To develop understanding of bases meaning, need and types of guidance
- To get acquainted with the tools and techniques of appraisal of an individual
- To develop understanding of meaning characteristics and types of counselling
- To get acquainted with process and techniques of Counselling.
- To get acquainted with the importance of placement and follow up services.
- To develop understanding about Counselling- research, issues and trends.

### **DETAIL COURSE CONTENT**

#### **Unit I: Introduction to Guidance and Counselling**

- Guidance and Counseling: Concept, Need, Scope and Principle
- Importance of guidance and counseling at various level of schooling and relationship with counseling
- Types of Guidance programme: Socio-personal, Educational and Vocational.

#### **Unit II: Essential Services in guidance programme**

- Types of guidance services: Orientation, information services, students' appraisal, individual inventory, counseling, referral, placement and follow up
- Significance of Research and evaluation in guidance programme
- Conditions essential for planning and organization of guidance programmes in schools

## **Unit-III Assessment for Guidance and Counseling**

- Assessment of Guidance and Counseling: Need and Importance
- Tools and techniques of psychological testing
- Non-testing techniques: Observation and Interview, sources of information, anecdotal record, cumulative record, socio-metry and portfolio assessment

## **Unit - IV: Guidance for Students with Special Needs:**

- Guidance for students with Disabilities, Gifted & Creative and Socially Disadvantaged & Juvenile Delinquent.
- School guidance committee: Constitution, Roles and Functions
- Role of teachers, parents, administrator and other personnel in guidance to students with disabilities.

## **Unit- V: Guidance and Counselling for Promoting Psychological well-being of students**

- Nature and Causes of Behavioral Problems.
- School discipline Problems: Bullying, Violence, Drug Abuse, Truancy, and Drop-out etc.
- Promoting psychological well-being through school-based Guidance Programmes

## **COURSE OUTCOMES:**

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

- Acquaint with the tools and techniques of appraisal of an individual
- Acquaint with process and techniques of Counselling.

## **REFERENCES:**

Anand, S.P. (2007). *Guidance in School*, Bhubaneswar: Global Printers

Bantole, M.D. (1984). *Guidance and counselling*. Bombay: Sheth and Sheth Publications.

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

Gibson, R.L. and Mitchell, M.H. (1986). *Introduction to Guidance*, New York: McMillon  
Glading, S.T. (1996). *Counselling: A Comprehensive Profession*, Prentice Hall Inc. Of India.

Nayak, A.K. (1997). *Guidance and Counselling*, New Delhi: APH Publishing.

Sharma, R.N. and Sharma R. (2004). *Guidance and Counselling in India*, New Delhi: Atlantic Publishers and Distributers.

**Semester-IV**

**Paper: EDN-508 (CREDIT-5)**

**DISSERTATION**

**COLLECTION OF DATA, ANALYSIS AND INTERPRETATION,**

**REPORT WRITING AND PRESENTATION**

**Full Marks: 100**

### **OBJECTIVES:**

1. To develop the different process of data collection.
2. To develop reporting format and style.

### **ACTIVITIES:**

Each candidate shall have to submit a complete dissertation under the supervision of a member of the staff of the department. The final dissertation shall be assessed holistically by the examiners on criteria decided jointly by the internal and external examiners.

While assessing the dissertation at the pre-submission stage the following aspects are to be examined.

- Logical organization of the chapters and sub-chapters.
- Approved reporting format and style
- Approved letter font used
- Approved style of preparing references
- Systematic arrangement of appendices
- Appropriate and sequential presentation of graphs and charts in the dissertation

It will be evaluated jointly by the Internal and External Examiners.

The distribution of marks shall be as follows.

Report	:	70 Marks
Viva- Voce	:	30 Marks
Total	:	100 Marks

## **SUBJECT SPECIFIC OUTCOMES:**

On Completion of The Course in This Semester, The student shall

- Complete data collection
- Conduct data analysis
- Interpret the result