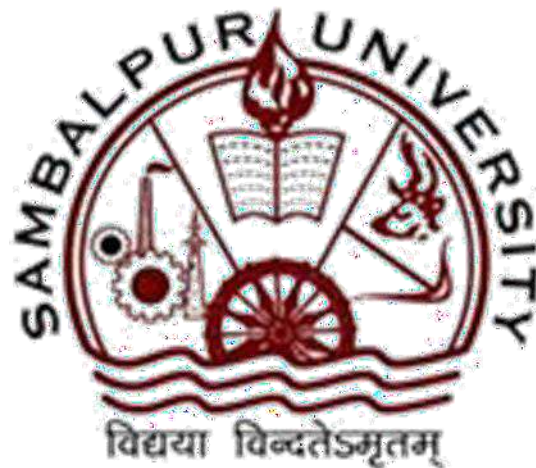


**SYLLABUS
OF
COURSE
MASTER OF ARTS IN EDUCATION
(MA EDUCATION)**

**FOR THE SESSION
2022-23**



**PRIVATE EXAMINATION CELL
SAMBALPUR UNIVERSITY
JYOTI VIHAR, BURLA,
SAMBALPUR, ODISHA - 768019**

Post Graduate Programme

Structure in Education

Postgraduate programme comprising two years, will be divided into 4(four) semesters each of six months duration.

Year	Semesters	
First Year	Semester-I	Semester-II
Second Year	Semester-III	Semester-IV

The detail of title of papers, credit hours, division of marks etc of all the papers of all semesters is given below.

Part-I: Semester-I

Papers		Credit Hours
Paper No	Title	
EDN-411	Philosophical Foundation of Education	4
EDN-412	Sociological Foundation of Education	4
EDN-413	Psychological Foundation of Education	4
EDN-414	Recent Trends and Issues in Education	4
EDN-415	Practical	4
Total Credit Hours		20

Part-I: Semester-II

Papers		Credit Hours
Paper No	Title	
EDN-421	Educational Measurement and Evaluation	4
EDN-422	Educational Management	4
EDN-423	Curriculum Development	4
EDN-424	Pedagogical Trend and Issues	4
EDN-425	Practical	4
DSE Papers (any one)		
EDN-426(A)	Open and Distance Learning	4
EDN-426(B)	Environmental Education and Sustainable Development	4
EDN-426(C)	Early Childhood Care and Education	4
Total Credit Hours		24

Part-II: Semester-III

Papers		Credit Hours
Paper No	Title	
EDN-431	Research Methodology in Education	4
EDN-432	Advanced Educational Statistics	4
EDN-433	Advanced Educational Technology	4
EDN-434	Development of Education in India	4
EDN-435	Practical (Synopsis)	4
DSE Papers (any one)		
EDN-436(A)	Educational Policy	4
EDN-436(B)	Educational Planning	4
EDN-436(C)	Educational Leadership	4
Total Credit Hours		24

Part-II: Semester-IV

Papers		Credit Hours
Paper No	Title	
EDN-441	Higher Education in India	4
EDN-442	Teacher Education	4
EDN-443	Guidance and Counseling in Education	4
EDN-444	Special Education	4
EDN-445	Dissertation (Practical)	4
Total Credit Hours		20
22 Papers	Grand Total	88

N.B.: -

1. There will be two elective groups namely:

- Discipline Specific Elective in Sem.- II
- Disciplinary Elective in Sem.- III

A student has to select one of the DSE paper in Sem.-II and one of the paper in Sem-III as offered by the department at the beginning of the semester II and semester III respectively.

2. Each paper will be of 100 marks out of which 80 marks shall be allocated for

semester examination and 20 marks for internal assessment (Mid Term Examination).

3. There will be four lecture hours of teaching per week for each paper.

4. Duration of examination of each paper shall be three hours.

5. Pass Percentage:

- The minimum marks required to pass any paper shall be 40 percent in each paper and 40 percent in aggregate of a semester.
- No students will be allowed to avail more than three (3) chances to pass in any paper inclusive of first attempt.

SEMESTER-I

EDN-411: PHILOSOPHICAL FOUNDATION OF EDUCATION

Objectives:

On completion of this course, the students shall able to

- a) Understand western schools of philosophy with their educational implication.
- b) Understand eastern schools of philosophy with their educational implication.
- c) Describe the modern philosophical concept and its implication on education.
- d) Explain the contributions of western and eastern thinkers to different educational theories.

Unit-I: Western Schools of Philosophy

Realism, Existentialism, Marxism, Logical Positivism with special reference to metaphysic, epistemology, axiology, and their educational implications for aims, curriculum, method of teaching, role of teacher and students, and discipline.

Unit-II: Indian Schools of Philosophy

Jainism, Buddhism, Samkhya, Vedanta with special reference to the metaphysic, epistemology, axiology and their educational implication of aims, curriculum, method of teaching, role of teacher and students, and discipline.

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

J.J. Rousseau, John Dewey, Ivan Illich, Paul Friere.

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

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

REFERENCES

Agrawal ,J.C.(2010).*Teacher and education in a developing society*. Delhi: Vikash Publishing House.

Ayer, A.J.(1959). *Logical positivism*. New York: The Free Press.

Ayer, A.J.(1936). *Language, truth and logic*. U.S.A.: Penguin Books.

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

- Bhatia, K.K. (2011). *Philosophical and sociological foundation of education*. New Delhi: Kalyani Publishers
- Brubacher, J.S.(1939). *Modern philosophies of education*. New York, USA: Mc Graw.
- Butler, J.D. (1959). *Four philosophies and their practices in education and religion*. New York: Harper.
- Chaube, S.P .& Chaube,A. (2009). *Foundation of education*. New Dehli: Vikash Publishing House Pvt. Ltd.
- Kneller, G.F.(1971). *Introduction to philosophy of education*. New York, USA: Macmillan.
- Masih,Y.(2017). *A critical history of western philosophy*. New Delhi: Motilal Banarsidass.
- Ross, J.S. (1960). *Ground work of educational theory*. London. U.K: George G. Harrap & Co.
- Rusk, R.R. (1992). *Philosophical bases of education*. London, U.K: Oxford University of London Press Ltd.
- Sharma. C.D. (2016). *A critical survey of Indian philosophy*. New Delhi: Motilal Banarsidass
- Wingo, G.M.(1974). *Philosophies of education*. New Delhi: Sterling Publishers.

EDN-412: SOCIOLOGICAL FOUNDATION OF EDUCATION

Objectives

On completion of this course, the students shall able to

- a) State the relationship between education and sociology.
- b) Describe the role of education in modernization, privatization and democracy.
- c) Explain the concept and educational implications of various social change theories.
- d) Analyze the importance of values and morality in life

Unit-I: Introduction to Educational Sociology

Relationship of sociology and education - meaning and nature of educational

sociology, sociology of education

Education as a social sub system, specific characteristics and function of education,
Education and communities with special reference to Indian socialization of the child

Unit-II: Education in current Social Context

Education and modernization, Education and culture, Education and democracy,
Education and Privatization

Unit-III: Education and Social Change

Education and social change: meaning and nature of social change; theories of social change and their educational implication—Evolutionary theory, Functional theory, Cyclical theory, and Conflict theory. Social stratification, social mobility and their educational implication.

Unit-IV: Education, Values and Morality

Values – concept, types and their educational implication; National value enshrined in Indian constitution and their educational implication; Morality – concept, features and importance; theories and their educational importance – Hedonism, Perfectionism and Rigorism.

REFERENCES

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

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

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

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

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

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

Dewey, J. (1916). *Democracy and education*. New York: Mac Millan.

Dewey, J. (1973). *The school and society*. Chicago: University of Chicago Press.

Mathur, S.S. (1966). *A sociological approach to Indian education*. Agra: Vinod Pustak Mandir.

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

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

Safaya, R.N. & Shaida, B.D. (2010). *Modern theory and principles of education*. New Delhi: Dhanpati Publishing Company Pvt.Ltd.

Srinivas, M.N. (1986). *Social change in modern India*. Bombay: Allied Publishers.

EDN-413: PSYCHOLOGICAL FOUNDATION OF EDUCATION

Objectives

On completion of this course, the students shall able to

- a) Understand the concept of different theories of psychology in educational perspective.
- b) Describe the educational implications of different theories of psychology.
- c) Analyze the trends in development of psychological theories in educational scenario.
- d) Apply the ideas of personality theories in school situation as well as day to day teaching and learning activities.

Unit-I: Education and School of Psychology

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

Unit-II: Learning and Motivation

Learning theories and their educational implications: Tolman's theory of learning, Lewin' field theory, Bloom's mastery learning, Isobel's meaningful learning and Gagne's hierarchical learning; Theories of motivation and their educational implication: Hierarchical theory of needs, Mc Clennad need for achievement, Vroom's expectancy theory.

Unit-III: Intelligence and Creativity

Intelligence theories and their educational implications- Two factor, Multifactor, Structure of intelligence, Triarchic theory of intelligence (Sternberg)

Multiple theory of intelligence (Gardner). Creativity–concept, nature stage of development, fostering creativity talents through education.

Unit-IV: Personality and adjustment mechanism

Personality- type and trait theories, measurement of personality- mental health and hygiene, process of adjustment, conflicts and defense mechanism and mental hygiene.

REFERENCES

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

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

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

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

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

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

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

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

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

Piaget, J.1999). *The psychology of intelligence*. New York: Taylorand Francis.

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

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

Vygotsky, L.S.(1978). *Mind in society*. Cambridge: Harvard University Press.
Vygotsky, L.S.(1986). *Thought and language*. Columbia: MIT Press.

EDN-414: RECENT TRENDS AND ISSUES IN EDUCATION

Objectives

On completion of this course, the students shall able to

- a) Understand the importance of constitutional provisions in education.
- b) Describe the roles of education in global trends.
- c) State the role and functions of different national institutions at different levels of education.
- d) Describe the roles of different agencies on assessment and assurance in quality of higher educational institutions.

Unit-I: Regulations and Acts in Education

Constitutional Provision in education; National policies on education during post – independence period; Right of Children to Free and Compulsory Education (RCFCE-2009); the rights of persons with disabilities act (2016).

Unit- II: Global Trends in Education

Globalization and its impact on education; privatization-concept, importance, problems and issues and its impact on education; education for international harmony and peace; women empowerment and education; education for socially marginalized sections.

Unit-III: Recent programmes in education and role of national institutions

Role and function of UGC, NCERT, NCTE; autonomy: full autonomy and graded autonomy; Choice Based Credit System (CBCS); Rashtriya Uchchatar Shiksha Abhiyan (RUSA); SWAYAM- a massive open online courses (MOOC); Samagra Shiksha Abhiyan.

Unit-IV: Quality Assessment and Assurance

Quality assessment and assurance in higher education-concept, need and importance, problems and issues; National Assessment and Accreditation Council (NAAC) and its role; National Institutional Ranking Framework (NIRF) and its role; Quacquarelli Symonds (QS) world university ranking.

REFERENCES

- MHRD. (1986). *National policy on education*. New Delhi: Govt. of India.
- MHRD.(2013). *Rashtriya uchchatar shiksh aabhiyan*. New Delhi: Govt. of India.
- Ministry of Law and Justice. (2009). *The right of children to free and compulsory education act- 2009*. New Delhi: Govt. of India.
- Saranghi, H. & Barik, P.(2018). *College autonomy and quality in higher education*. New Delhi: Pacific Books International.

EDN-415: BOOK REVIEW (PRACTICAL)

The students are required to review a book of educational relevance under the guidance of a teacher of the department stating the characteristics of a standard book and evaluate the concepts (Positive and Negative aspects), with the statement of any modification to be incorporated for further improvement. The same will be prepared and submitted to their respective teacher guide in the form of a report at least 15 days before the conduct of the examination. The same will be valued jointly by the Internal and External examiners.

The marks are distributed as follows.

SEMESTER – II

EDN-421: EDUCATIONAL MEASUREMENT AND EVALUATION

Objectives

On completion of this course, the students shall able to

- a) Understand the concept of measurement and evaluation in educational perspective.
- b) Describe the educational implications of different models of educational evaluation.
- c) Construct and standardize different types of tests.
- d) Interpret test results.
- e) Describe the uses, needs and importance of different psychological test.

Unit-I: Measurement and Evaluation

Measurement and Evaluation- concept, scope, need, approaches and functions; Scales of measurement- nominal, ordinal, interval and ratio; Criterion- referenced and Norm-referenced evaluation.

Unit-II: Models of Educational Evaluation

Goal attainment model, Judgmental model, Decision facilitation model and Naturalistic model

Unit-III: Construction and Standardization of Achievement test

Construction and standardization of Norm- referenced test, Construction and standardization of Criterion- referenced test, Characteristics of good test- Validity, Reliability, Usability Objectivity, Interpretation of test scores. Standard Scores-T-Score, Z-Score, Percentile, Percentile Rank and Grading (Absolute grading and Relative grading)

Unit-IV: Test of Measurement

Attitude Test, Aptitude Test, Intelligence Test and Interest Test

REFERENCES

Anastasi, A. (1976). *Psychological testing*. New York: Macmillan Publishing Co.

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

Garrett, H.E. (1973). *Statistics in psychology and education*. Bombay: Vakils, Feffers & Simon.

Gronlund, N.E. & Linn, R.L. (2009). *Measurement and assessment in teaching*. Upper Saddle River, NJ: Pearson Education, Inc.

Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.

Nitko, A.J. (2001). *Educational assessment of students*. Upper Saddle River, NJ: Prentice Hall.

Popham, W.J. (1993). *Modern educational measurement*. Englewood Cliffs, N.J.: Prentice Hall.

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

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

EDN-422: EDUCATIONAL MANAGEMENT

Objectives

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

- a) Describe the concept, process and types of educational management.
- b) Understand the modern trends of educational management.
- c) Describe the concept, theories and styles of leadership in educational management.
- d) Analyze the concept, principles and structures of total quality management approach in education.

Unit-I: Educational Management

Educational management- concept, needs and characteristics; Management process- planning, implementation, staffing, supervision, control, evaluation and feedback; Types of management- Centralized and Decentralized, Internal and external, Human resource management, material management and financial management

Unit-II: Trends in Educational Management

Management by Objectives, Decision making, Organizational compliance, Organization development, Programme evaluation and review techniques, Modern trends in educational management

Unit-III: Leadership in Educational Administration

Meaning, nature of educational leadership; Theories of leadership- Fiedler's contingency theory, Redden's 3D theory; Hersey's and Blanchard's situational theory, Path goal theory.

Unit-IV: Total Quality Management

Basic concept of total quality management (TQM); Components of TQM; Principle of TQM; TQM in higher education

REFERENCES

- Bhatnagar, R. P. & Aggrawal, V. (2015). *Educational administration*. Meerut: Loyal Book Depot,
- Buch, T. (1980). *Approaches to school management*. London: Harper and Row.
- 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. Government of India (1986/92). *National policy on education*. 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
- Mukharjee, S.N.(1970).*Administration of education, planning and finance*. Baroda: Acharya Book Depot.
- Mukherjee, P.N.(2006). *Total quality management*. New Delhi:PHI Learning Pvt. Ltd.
- Mukhopadhyay, M. (2001). *Total quality management in education*. New Delhi: NIEPA.
- Tyagi R.S. & Mahapatra P.C. (2000). *Educational Administration in Orissa*. New Delhi, National Institute of Educational Planning and Administration

EDN-423: CURRICULUM DEVELOPMENT

Objectives

On completion of this course, the students shall

- a) Differentiate curriculum from courses of study, textbook.
- a) Analyse bases and sources of curriculum.
- b) Describe different types and models of curriculum and their importance.
- c) Describe process of curriculum development and curriculum implementations.
- f) Evaluate curriculum using different evaluation models.

Unit-I: Introduction to Curriculum

Concept, meaning, curriculum and syllabus, curriculum and co-curriculum; Types of curriculum- Subject centered, Child centered, Experienced centered, Activity based curriculum, Core curriculum, Hidden curriculum; Principles of curriculum construction; Bases of curriculum- Philosophical, Psychological and Sociological.

Unit-II: Models of Curriculum Construction

Tyler's model; Hilda Taba model; Saylor, Alexander and Lewis model and Oliva model

Unit-III: Curriculum Implementation

Leadership role; Community participation; Instructional guide for teachers; Instructional guide for students

Unit-IV: Curriculum Evaluation

Formative vs Summative evaluation, Tyler's model of evaluation, Stufflebeam's CIPP (Context, input, process and product), System analysis

REFERENCES

Beane, J.A. Conrad, E.P. Jr. & Samuel, J.A. (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.

Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*. Boston: Allyn & Bacon, Boston

Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman.

Pratt, D. (1980). *Curriculum design and development*. New York: Macmillan Publishing Co. Inc.

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

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

Tyler, R.W. (1941). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.

EDN-424: PEDAGOGICAL TRENDS AND ISSUES

Objectives

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

- a) Understand the process of communication in teaching learning situation.
- b) Explain the importance of traditional pedagogy in present teaching learning environment.

- c) Understand the pedagogical trends from behavioristic pedagogy to constructivist pedagogy.
- d) Analyze the issues and challenges faced in pedagogical shift at various levels.

Unit-I: Teaching, Learning and Communications

Concept, characteristics and principles of teaching & learning, Modalities of teaching - difference between teaching and instruction, conditioning and training, Stages of teaching - pre-active, interactive and post active, Teaching at different levels - Memory, understanding and reflective, Communication process- Concept, principles, modes and barriers.

Unit-II: Traditional Pedagogy

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

Unit-III: Modern Pedagogical Trends

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

Unit-IV: Pedagogical Issues and Challenges

Issues and challenges at grass root levels- class room and school levels; Issues and challenges at Teacher Education Institution- DIETs, ISC-CT, B.Ed and M.ED; Issues and challenges at macro levels- NCERT, NCTE, UGC and SCERT.

REFERENCES

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

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

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

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

Malone, J. and Taylor, P.(eds) (1993). *Constructivist interpretations of teaching and*

learning general science. Perth: Curtin University of Technology

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

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

Vygotsky, L.S.(1978). *Mind in society*. Cambridge: Harvard University Press.

EDN-425: PROJECT (PRACTICAL)

The students are required to undertake any one of the following practical activities under the guidance of a member of the teaching staff of the department.

- a) Construction and Administration of an Achievement test for school students.
- b) Construction and Administration of an Attitude scale.
- c) Administration of a Standardized Intelligence test.
- d) Administration of a Standardized Personality test.
- e) Administration of a Standardized Creativity test.

They are required to prepare reports on the practical activities and submit the same to the Department 15 days before the practical examination. The evaluation of work on their part shall be done jointly by an external examiner and the teacher guide.

DISCIPLINE SPECIFIC ELECTIVE (DSE)

Anyone paper can be opted by students of this Department. Minimum student strength to run the course in each elective paper should be 8.

EDN-426(A): OPEN AND DISTANCE LEARNING

Objectives

On completion of this course, the students shall able to

- a) Orient students with the nature and need of Distance Education in the present-day Indian society.
- b) Expose students to different kinds of information and communication Technologies (ICT and enable them to be familiar with their use in teaching- learning process)
- c) Enable student to understand various modes of Student Support Services (SSS) and develop in them skills to manage such services for various kinds of programs through Distance Education.
- d) Enable students to evaluate programs of Distance Education and to develop in them the ability to enhance the quality and standards of different D.E. Programs.

Unit I: Distance Education and its Development

Some definitions and teaching learning components; Need and characteristic features of Distance Education; Growth of Distance Education; Distance teaching–learning systems in India.

Unit II: Intervention Strategies at a Distance

Information and Communication Technologies and their application in Distance Education; Designing and preparing self- instructional material; Electronic media (T.V.) for Education; Distance Education

Unit III: Learning at a Distance

Student-support services in Distance Education and their management; Technical and vocational programs through Distance Education; Programs for women through distance education; Distance Education and Rural Development

Unit IV: Quality Enhancement and Program Evaluation

Quality assurance of Distance Education; Mechanisms for maintenance of standards in Distance Education; Programme evaluation; Cost analysis in D.E.–concept need and process; New Dimensions in Distance Education– promises for the future.

REFERENCES

- Anderson, T.(2004). *The theory and practice of online learning*. Canada: AU Press.
- Keegan, D.(2013). *Foundations of distance education*. New York: Roulledge Tayler & Franc is Group. S
- Pandey, U.C. (2014). *Optimizing open and distance learning in higher education institutions*. New Delhi: IGNOU.
- Pandey, V.C. (2005). *Technology and development if distance education*. Tamil Nadu: Isha Books.
- Ramanujam, P.R. (2005). *Globalization, education and open distance learning*. New Delhi: Shipra Publications.
- Satyanareayana, P. & Seshartnam, C. (2018). *Open distance education in India*. New Delhi: Shipra Publications.
- Sharma, A.(2011). *Distance education*. New Delhi: Global Publications.

EDN-426(B): ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT

Objectives

The students will be able to

- a) Understand the concept, importance scope and aspect of environmental education

- b) Know the possible environmental hazards and create awareness about pollutions of environment
- c) Develops the attitude towards protection of environment.
- d) Develops various methods and strategies for realizing the objectives of environmental education

Unit-I: Introduction to Environmental Studies

Introduction to Environment- Concept, nature, scope and importance; People and environment interaction; Concept of sustainability and sustainable development; Environmental education - Concept, nature, scope, importance and functions

Unit-II: Environmental Hazards

Environmental Pollutions- Types, sources, causes, effects and control with reference to Air, Water, Soil and Noise pollutions; Solid waste management- control, measures of urban and Industrial waste; Nuclear Hazards and Human health risk; Climate change, Global warming, Ozone layer depletion, Acid rain and impacts on human communities.

Unit-III: Environmental Policies and Practices

Environmental Protection Act; Air prevention and control Act; Water prevention and protection Act; Wildlife protection Act; Forest conservation Act.

Unit-IV: Human Communities and the Environment

Human population growth- Impact on environment, human health and welfare; Curriculum for Environmental education; strategies for teaching environmental education; Environmental movement- Chipko movement and Silent Valley

REFERENCES

Carson, R.(2002). *Silentspring*. Houghton: Mifflin Harcourt.

Gleeson, B. and Low, N. (1999). *Global ethics and environment*. London: Routledge.

Gleick, P.H.(1993).*Water in crisis*. Stockholm Environmental Institute: Oxford Univ. Press.

McNeill, JohnR. (2000). *Something new under the sun: An environmental history of the twentieth Century*.

Pepper, I.L., Gerba, C.P. & Brusseau, M.L.(2011). *Environmental and pollution science*. Academic Press. Raven, P.H., Hassenzahl, D.M. & Berg, L.R.(2012). *Environment*.

John Wiley & Sons. Sengupta, R.2003. Ecology and economics: An approach to sustainable development. OUP.

Singh, J.S., Singh, S.P. and Gupta, S.R. (2014). *Ecology, environmental science*

and conservation. New Delhi: S.Chand Publishing.

EDN- 426(C): EARLY CHILDHOOD CARE AND EDUCATION

Objectives

The students will be able to

- a) Understand the concept of early childhood care and education
- b) Identify the common types of diseases at early childhood stage
- c) Analyze the curriculum at pre-school stage
- d) Evaluate their commendations given by various organizations on early childhood care and education

Unit-I: Introduction to Early Childhood Care and Education

Concept of pre-school education, Aims and objectives of pre-school education, Integrated child development services scheme (ICDS), Early childhood care and education (ECCE) scheme, Contribution of Froebel and Montessori to pre- school education

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

Early childhood healthcare programmes; Common ailments and diseases in early childhood; Identification, prevention and remediation of common diseases in early childhood; Concept and need of balanced diet

Unit-III: Curriculum at Pre-School Stage

Types of pre-school centers; Capacity building of personnel in ECCE; Curriculum and activities at pre-school stage; Strategies for transaction of curriculum and role of teacher; Status of pre-school education in India

Unit-IV: Recommendation of Various National and International Organisation on Child Development

Recommendation of NPE-1986; Indian Education Commission on pre-school education; Role of UNICEF, WHO, and CARE for child development; Role of Government and Non-Government organization in organizing ECCE; Problems and issues in ECCE

REFERENCES

Agrawal, J.C. & Gupta, S.(2007). *Early childhood care and education: Principles and practices*. New Delhi: Shipra Publication.

Brewer, J. A. (1995). *Introduction to early childhood education*. Boston: Allyn and Bacon.

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SEMESTER -III

EDN-431: RESEARCH METHODOLOGY IN EDUCATION

On completion of this course, the students shall able to

- a) Describe the nature, scope and limitation of educational research.
- b) Understand different types and methods of educational research.
- c) Explain sources from where knowledge could be obtained.
- d) Describe the process of research in education.
- e) Analyze research design in education.
- f) Illustrate procedure of collecting and analyzing data.
- g) Prepare the research report

UNIT-I: Introduction to Educational Research

Meaning, nature, scope and needs of educational research; Research process; Types of Educational research- Fundamental, Applied and Action research; Research Paradigm- Qualitative, Quantitative and Mixed method

UNIT-II: Methods of Educational Research

Historical research- meaning, nature, importance and steps; Descriptive research- meaning, importance, types (Case study, Phenomenological, Ethnographic, Naturalistic inquiry and developmental) and steps; Survey research- meaning, importance, types and steps; Experimental research- meaning, characteristics, importance, design, internal and external validity; Ex- post facto research- meaning, nature, importance and steps

UNIT-III: Research process

Problem-Criteria and sources of identifying problem, Statement of the problem,

Delineating and operationalizing variables; Hypothesis - Meaning, characteristics, types, sources and testing of hypothesis; Population and Sampling- Meaning, method of sampling; Tools and techniques-Standard and non-standard tools, their importance and development

UNIT-IV: Research report

Writing synopsis- format, style and mechanism; Writing Thesis/ Dissertation; Writing Article for Journal; Writing paper for seminar and conference; Writing reference and Bibliography; Research ethics and concept of plagiarism & its protection; Experimental research- meaning, characteristics, importance, design, internal and external validity; Ex-post facto research- meaning, nature, importance and steps

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EDN-432: ADVANCED EDUCATIONAL STATISTICS

Objectives

On completion of this course, the students shall

- a) Describe the importance of statistics in education.
- b) Compute and use various statistical measures of Co-efficient of correlation
- c) Describe the concept, usages and importance of parametric statistics.
- d) Describe the concept, usages and importance of non-parametric statistics.

Unit-I: Introduction to Educational Statistics

Descriptive and Inferential Statistics- concept, importance and differences; Parametric and Non-parametric Statistics- concept, importance and differences; The null hypothesis-concept, procedure of testing null hypothesis, test of significance (levels of significance), types of error (Type-I and Type-II); One-Tailed test and Two-Tailed test

Unit-II: Co-efficient of Correlation

Biserial correlation; Point Biserial correlation; Tetra choric correlation; Phi-Coefficient correlation; Partial correlation; Multiple correlation

Unit-III: Parametric Statistics

Significance of difference between means; Significance of difference between proportions; Analysis of Variance (ANOVA)- Importance, uses, assumption, and types (One-way, Two-way and Three-way); Test of Post ANOVA-Scheffe method

Unit-IV: Non-Parametric Statistics

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

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EDN-433: ADVANCED EDUCATIONAL TECHNOLOGY

Objectives

On completion of this course, the students shall able to

- a) Understand the concept, scope and types of educational technology.
- b) Apply the different models of teaching in modification of learning behaviour.
- c) Demonstrate the use of various applications of hardware and software in education.
- d) Explore tools and techniques of ICT for teaching and learning.
- e) Explain the concept and importance of e-learning in present education system.

Unit-I: Introduction to Educational Technology

Meaning and scope of educational technology; Educational technology as system approach to education, system approach to educational technology and its characteristics; Hardware Fundamentals-Anatomy, Input devices, Output devices, Storage devices, Display devices; Software fundamentals- Meaning and types, system software and application software. Introduction to office application (word processing, spread sheet, presentation, databases, drawing tools, multimedia tools, file formats and conversation). Free and open-source software (FOSS); Multimedia approach in educational technology.

Unit-II: Models of Teaching and Modification of Teaching Behaviour

Concept and different families of teaching model; Designing instructional system; Concept attainment model, Asubel advanced organizer model, micro-teaching, Flander's interaction model

Unit-III: Instructional System and Strategies

Task analysis; Programme instruction (Linear and Branching); Computer assisted teaching; Team teaching; Brain storming

Unit-IV: E-learning

E-Learning-concept, need and importance; E-Learning tools and technologies- Communication tools (email, instant messaging, discussion forum, chat, blogging etc.), Collaboration tools (wiki, social book marking, social networking sites, web conferencing etc.), Content creation tools (Adapt, LAMS, etc.), Delivering and Distribution tool (EPUB, Podcasting, audio-video streaming, MOOCs, flipped learning, web quest etc.); Role of various institutions in facilitating E – learning - MHRDUGC, NCERT, NCTE, CBSE and UNESCO

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EDN-434: DEVELOPMENT OF EDUCATION IN INDIA

Objectives

On completion of this course, the students shall

- a) Understand the development of education in India during ancient period, medieval period and pre-independence period.
- b) Describe the development of education in India during post-independence period.
- c) Describe major recommendations of different policies and committee reports on education in India.

Unit-I: Education in Ancient and Medieval Period

Vedic period, Post Vedic period, Buddhist period, Muslim period

Unit-II: Education during British Period

Charter act and Macaulay's minute; Wood Despatch; Hunter commission; Calcutta University commission; Wardha scheme of education

Unit-III: Education during Post independence India (1947-1985)

University Education Commission (1948); Secondary Education Commission (1954); Kothari Commission (1964-66); NPE-1968; Adishesaiah Committee (1977-78)

Unit-IV: Education during post-independence India (After1986)

NPE-1986; SSA-2001; RMSA; RTE Act; RUSA

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- Website, www.mhrd.gov.in

EDN-435: PRACTICAL

Each student shall have to choose a topic in consultation with the member of the teaching staff and deliver a seminar on the topic in the Department. The seminar topic shall be research oriented and this minor paper is basically a synopsis. After presentation of the paper, candidate's performance shall be valued jointly by both internal and external examiner. Distribution of marks for presentation of paper and participation in seminar discussion shall be as follows.

INTERDISCIPLINESPECIFIC ELECTIVE(IDSE)

Anyone paper can be opted by students of other Departments.

EDN-436(A): EDUCATIONAL POLICY

Objectives

On completion of the course, the prospective teacher-educator shall:

- a) Explain the importance of developing a policy in education,
- b) Relate the policy with the existing education scenario.
- c) Appreciate the roles of various bodies in structuring educational policy.
- d) Critically look into the educational policies in India.
- e) Address positively to the policy challenges in education

Unit -I: Formulation of Education Policy

Policy: concept, importance and characteristics; Process of policy making; methods and approaches in developing policy; Educational policy: Meaning, need and objectives; Major considerations in developing education policy: social, cultural, political and economic; Policy making bodies in Education: MHRD, CIBE, UGC, NCERT, NUEPA, NCTE, State Education Departments, and SCERTs; Role of educational policies with reference to structure, curriculum (content and pedagogy), management of school and teacher

Unit- II: Implementation of Education Policies.

Role of various national bodies in Policy implementation: MHRD, NCERT, NUEPA, NCTE; State level bodies in policy implementation: State Education Departments and Directorates, SCERTs, TEI; Monitoring Policy Implementation: MHRD, UGC, NAAC, NCTE; Issues and concerns in policy formulation in respect of school and teacher education; Issues in policy implementation in respect of school and teacher education

Unit-III Educational Policies in India

Significance of National Policy on Education in education system of India; National Policies on Education: NPEs of 1968, 1986/92, and POA-1992 with reference to the provisions therein; Contributions of NPEs to School Education and Teacher Education; NPE with reference to socio – cultural – economic contexts of India and envisioning future education policy

Unit 4: Understanding Policy Challenges in Education

- Challenges of Universalization of Elementary Education (National Policy on Education, 1986)
- Challenges of Universalization of Secondary Education.
- Challenges of quality and regulation in higher Education.
- Rights and Entitlements under the Right to Education ACT 2009

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EDN-436(B): EDUCATIONAL PLANNING

Objectives

On completion of this course, the prospective teacher-educator shall:

- a) Acquaint himself/herself with the concept, nature, principles, procedures and approaches of Educational Planning.
- b) Understand the process of educational planning in India.
- c) Develop skills in planning using a variety of strategies.
- d) Understand the types and process of organization of planning
- e) Understand critical process of macro-planning and micro-planning and management techniques.
- f) Explain the role and contribution of different agencies in educational planning.

Unit- I: Educational Planning

Educational Planning: Concept, Nature, Importance and Objectives; Approaches to Educational Planning; Social Demand Approach, Manpower Approach, Cost-benefit Approach; Principles of modern educational planning; Models of Educational Planning: Intra-Educational Extrapolation Model, Demographic Projection Model

Unit- II: Kinds and Problems of Planning

Strategic Planning, Short term planning, Management Planning, Area planning, Institutional Planning, Micro and Macro Planning, Rolling Plan; Decentralized Planning: Concept, Pre-requisites for decentralized planning – functional, financial, administrative, democratic; Problems of Planning: Internal and External

Unit- III: Administration and Organization of Planning.

Administrative Machinery: (a) National (b) State level (c) District level (d) Block level and (e) Institutional level; The Planning Process and Procedure; Factors influencing in determination of priorities in Planning; Need-based Data for Educational Planning; Research Contribution to policy making

Unit- IV: Educational Planning and Financing in India

Educational Planning in India: Role of National Development Council, Planning Commission and State Planning Boards; Five Year Plans in India – Perspective Planning, Factors Influencing Educational Allocations; Resources for Educational Planning: Public Funds, Local Body Funds, Private Funds; Principles of Educational Finance, Salient Features of Financing of Education in India

REFERENCES

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EDN-436(C): EDUCATIONAL LEADERSHIP

Objectives

On completion of this course, the prospective teacher-educator shall:

- *State the characteristics and functioning of educational leadership.*
- *Describe the theories and models of educational leadership*
- *Identify the successful leadership behaviors.*
- *Relate the pupils' learning to the leadership practices.*
- *Reflect upon the issues and challenges of educational leadership*

Unit- I: Educational Leadership

Leadership: Meaning, scope and objectives; Educational Leadership: Meaning, Significance, characteristics, scope and functions; Personalized leadership - Characteristics, effects; Distributed Leadership - Characteristics, effects, forms and Patterns; Leadership behavior: Dimensions, Risk taking behavior, vision building; Cognitive and Affective characteristics of a successful leader; Roles of Educational Leadership at the State, District and Institutional levels in promoting pupils' learning

Unit- II: Theories and Models of Educational Leadership

Theories: Trait, Style (Autocratic, Laissez Faire, Grid), Situational, Contingency ; Models: Academic, Professional, Humanistic, Bureaucratic, Visionary, Transformational (*Each Theory and Model shall be discussed in terms of nature/characteristics, practices*) ; Creating school ethos: setting academic climate and work culture

Unit-III: School Leadership Programme

Developing curriculum and learning materials for diverse school contexts; Organizing capacity building programme of school leader: short term and long term; Empowering grassroots leaders like SMCs, SDMCs, PTAs, MTAs to contribute school quality; Establishing linkage between school leader and grassroots leaders; Documentation and dissemination of best school leadership practices

Unit- IV: Issues and Challenges

Leading and managing the individual and groups for an organizational climate; Management of human resources for goal realization; Ensuring the quality of education; Liaisoning with higher authorities and community for participatory management; Using technology in leadership and management

REFERENCE

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SEMESTER – IV

EDN-441: HIGHER EDUCATION IN INDIA

Objectives

On completion of this course, the student shall

- a) Analyze various policies and recommendation on education for Higher

education in India

- b) Evaluate the functions and importance of different Higher education institutions.
- c) Examine the problems in implementation of the policies on higher education
- d) Explore the problems and reforms in higher education in India.
- e) Analyze role of various agencies of higher education in India.

Unit-I: Development of Higher Education in India

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

Unit-II Higher Education Institutions

Central Universities- Establishment, management and functions; State Universities- Establishment, management and functions; Deemed to be universities- Establishment, management and functions; Private Universities- Establishment, management and functions; Institute of National Importance- IIT, IIM, IISc. AND AIIMS.

Unit-III: Management of Higher Education

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

Unit-IV Problems and Reforms in Higher Education

Vocationalization of Higher Education- Problems and reforms; Human Resources Development Centre- Role and functions; Student Government- Role and functions; Community Involvement and linkage with Industries-Opportunities, possibilities and problems

REFERENCES

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

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Department of Secondary and Higher Education (2001). *Committee on autonomy of higher education institutions*. New Delhi: Government of India.

EDN-442: TEACHER EDUCATION

Objectives

On completion of this course, the student shall

- a) Know about concept, scope and importance of teacher education.
- b) Analyze various policies recommendations for teacher education in India
- c) Understand about professional ethics, autonomy and accountability of teacher.
- d) Examine the problems in implementation of the policies for teacher education
- e) Explore the role and functions of different agencies of teacher education in quality development of teacher education.

Unit-I: Introduction to Teacher Education

Teacher education- concept, scope and importance; Objectives of Teacher Education at elementary and secondary levels; Types of teacher education-In-service teacher education and Pre-service teacher education; Modes of teacher education-conventional, and open and distance learning (ODL).

Unit-II: Development of Teacher Education in India

Teacher education-Historical perspective; Recommendations of various committees and commission on teacher education- The Education Commission (1964-66), National Commission on Teacher-I, National Policy on Education (1986), NCFTE-2009, NCTE Regulation Act-2014

Unit-III: Teaching as a Profession

Teaching as a profession and its characteristics; Professional growth of teacher-meaning, purpose and strategies; Teacher Effectiveness-meaning, criteria for assessment and modification of teacher behavior; Characteristics of good teacher, professional ethics, autonomy and accountability of teacher Evaluation of teacher at different levels-

Evaluation by authority, Evaluation by students, Self-evaluation/ Personal appraisal, Peer evaluation; Importance of teacher evaluation; Tools and techniques for teacher evaluation

Unit-IV: Quality Concerns and Problems in Teacher Education

Role of NAAC, NCTE, NCERT, SCERT, DIET, CTEs, IASE and HRDC for development of quality in teacher education; Problems and issues in teacher education

REFERENCES

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

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

EDN-443: GUIDANCE AND COUNSELING IN EDUCATION

Objectives

On completion of this course, the student- teacher shall

- a) State the concept, need, principles and bases of guidance.
- b) Use various tools and techniques of guidance in appropriate contexts.
- c) Explain the role of school in organizing different guidance programmes.

d) State the concept, scope and type of counseling.

e) Narrate the process, tools and techniques of counseling.

Unit-I: Introduction to Guidance and Counseling

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

Unit-II: Tools and Techniques of Guidance

Test and their significance in guidance programmes-various types of standardized test; Non-Testing devices and their significance in guidance programmes with special reference to Questionnaire, Interview schedules, Socio-metric approach and Cumulative Record Card

Unit-III: Educational Guidance

Basic data necessary for educational guidance-Pupils abilities, aptitudes, interests and attitudes, educational attainments and personality traits; Basic principles and main types of pupil personnel records; Cumulative records in a guidance programme; Case study procedures in guidance; Importance of Port folio evaluation in guidance.

Unit-IV Organization of Guidance Services

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

REFERENCES

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Chicago: R and 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.

EDN-444: SPECIAL EDUCATION

Objectives

On completion of this course, the student- teacher shall

- a) Know about historical background, concept, nature, scope and types of special education.
- b) Explain the types, characteristics, etiology and prevention of physically and sensory handicapped.
- c) State the types, characteristics, etiology and prevention of mentally handicapped.
- d) Explain the types, characteristics, problems and educational programs for Gifted, Creative and Juvenile Delinquents.

Unit-I: Introduction to Special Education

Special Education- Concepts, nature, scope and objectives; Types of children with special needs; Historical perspective of special education; Integrated education; Inclusive education

Unit-II: Physically and Sensory handicapped

Education of the orthopedically handicapped- Types of handicapped, Characteristics, Educational programs; Education of the Hearing Impaired-Types and degree of impairment, Characteristics, Etiology and prevention, educational programs; Education of the visually impaired-Types and degree of impairment, Characteristics, Etiology and prevention, educational programs.

Unit-III: Mentally Handicapped

Mentally retarded- Types and characteristics of the retarded, Educable mentally retarded, Teaching strategies, Enrichment programme, Remedial programs, Etiology and prevention, mental hygiene as remediation; Learning disabilities- Concept, Types, Characteristics, Identification, Educational programs.

Unit-IV: Gifted, Creative and Juvenile Delinquents

Education of the Gifted and Creative children- Characteristics, Creativity, and identification process, educational programs; Education of Juvenile Delinquents- characteristics, problems of alcoholion, drug addiction, anti-social and character disorder. Educational programs for rehabilitation.

REFERENCES

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Sarangi, H. (2018). *Cognitive development of hearing impair children*. New Delhi: Pacific book International.

Sharma, R.A. (2016). *Fundamental of special education*. New Delhi: Bookman.

EDN- 445: DISSERTATION

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