COURSES OF STUDIES

FOR

M.A. IN EDUCATION

(CBCS Syllabus)

Session – Continuation from 2021-2023

SCHOOL OF EDUCATION
GANGADHAR MEHER UNIVERSITY
AMRUTA VIHAR, SAMBALPUR,
ODISHA, 768004

Programme Outcomes (POs)

Programme Outcomes of M.A. (Education) programme of Gangadhar Meher University are asfollows.

PO1**. Knowledge and Comprehension about Theories and Practice in Education:** Demonstrate (i) in-depth knowledge and understanding about fundamental concepts, theories, Models of other inter-related social and behavioral sciences (Philosophy, psychology, sociology, Management, history, economics etc.), and their implications in the field of Education for educational policy formulation; designing teaching-learning process; educational management, curriculum construction; teaching and learning, assessing student's learning. (ii) Knowledge and understanding of different schools of philosophy and their implications on different aspects of education; schools of psychology for understanding psychological attributes and designing teaching learning as per their attributes; sociological phenomena and their implications on child's socialization process, instructional designing; present innovations in field of teaching-learning process, policy, examination system.

PO2. **Critical Thinking Abilities**: Demonstrate critical thinking abilities to analyze effectiveness of existing policies and pedagogical practices to address educational issues like Access, equity, excellence, retention, dropout, stagnation, under achievement, maladjustment etc. Critically evaluate current issues, trends in the practices of classroom instruction, curriculum development process and apply that knowledge appropriately in the development of curricula and instructional strategies.

PO3. **Applications:** Design appropriate and effective curricula and instructional strategies with reference to current theories of learning and pedagogy, including meeting the needs of diverse learners.

PO4 Use of Modern Tools and Technique: Select and effectively utilize modern technologies for designing and delivery of instruction for enhancing student learning and address the problem of access to education.

PO5. Conducting Research in Academic field: Conduct good quality research by scientifically identification of problem based upon research gap and socially relevance, formulating research questions or hypothesis, collecting appropriate data by the use of standardized or self-developed tools, analyzing data qualitatively or quantitatively and draw reasonable conclusions and offer offer sound recommendations based on those conclusions.

PO6 **Establishing link between School and Society:** Developing the sense that both these agencies are mutually interdependent, socially problems have a root in ineffective educational system and vice versa and education is a powerful medium of positive social change.

PO7. **Competency to Pursue Higher Education**: Integration of theoretical knowledge with practical experience to conduct research in various aspects of education will create opportunities for pursuing higher education, like Ph.D.

Programme Specific Outcomes (POs)

Programme Outcomes of M.A. (Education) programme of Gangadhar Meher University are asfollows.

PO1**.** *Disciplinary Knowledge in Education* **:** Demonstrate (i)in-depth knowledge and understanding about fundamental concepts, theories, Models of other inter- related social and behavioral sciences (Philosophy, psychology, sociology, Management, history, economics etc.), and their implications in the field of Education for educational policy formulation; designing teaching-learning process; educational management, curriculum construction; teaching andlearning, assessing student's learning. (ii) Knowledge and understanding of different schools of philosophy and their implications on different aspects of education; schools of psychology for understanding psychological attributes and designing teaching learning as per their attributes; sociological phenomena and their implications on child's socialization process, instructional designing;present innovations in field of teaching-learning process, policy, examination system.

PO2. **Critical Thinking Abilities in Education** : Demonstrate critical thinking abilities to analyze effectiveness of existing policies and pedagogical practices to address educational issues like Access, equity, excellence, retention, dropout, stagnation, under achievement, maladjustment etc. Critically evaluate current issues,trends in the practices of classroom instruction, curriculum development process and apply that knowledge appropriately in the development of curricula and instructional strategies.

PO3. **Applications of theories in Education :** Design appropriate and effective curricula and instructional strategies with reference to current theories of learning and pedagogy, including meeting the needs of diverse learners.

PO4 Use of Modern Tools and Technique in Educational research : Select and effectively utilize modern technologies for designing and delivery of instruction for enhancing student learning and address the problem of accessto education.

PO5. Conducting Research in Academic field: Conduct good quality research by scientifically identification of problem based upon research gap and socially relevance, formulating research questions or hypothesis, collecting appropriate data by the use of standardized or self-developed tools, analyzing data qualitatively or quantitatively and draw reasonable conclusions and offer offer sound recommendations based on those conclusions.

PO6 **Establishing link between School and Society:** Developing the sense that both these agencies are mutually interdependent, socially problems have a root in ineffective educational system and vice versa and education is a powerful medium of positive social change.

PO7. **Competency to Pursue Higher Education**: Integration of theoretical knowledge with practical experience to conduct research in various aspects of education will create opportunities for pursuing higher education, like Ph.D.

PO/PSO Matrix

POs/PSOs	1	2	3	4	5	6	7	8
POs	1	2	3	4	5	6	7	8

Programme Structure at a Glance

M.A. in EDUCATION Programme comprising two years, will be divided into 4 (four) semesters, each of six months duration, total 88 credits and 2200 marks.

Year	Semester	Credit	Marks
1st	I	20	500
	II	24	600
2nd	III	24	600
	IV	20	500
Total		88	2200

Detailed Course Structure and Distributions of Marks

1st Year: Semester-I

Courses		Distributions of Marks		Total Marks	Credit
Course No	Title	Mid Term	End Term		
101	Philosophical Foundation of Education	20	80	100	4
102	Sociological Foundation of Education	20	80	100	4
103	Psychological Foundation of Education	20	80	100	4
104	Recent Trends and Issues in Education	20	80	100	4
105	Practicum c-101 c-102 c-103 c-104		100	100	4
Total				500	20

1st Year: Semester-II

Courses		Distributions of Marks		Total Marks	Credit
Course No	Title	Mid Term	End Term		
201	Educational Measurement and Evaluation	20	80	100	4
202	Educational Management	20	80	100	4
203	Curriculum Development	20	80	100	4
204	Pedagogical Trend and Issues	20	80	100	4
205	Practicum c-201 c-202 c-203 c-204		100	100	4
DSE Papers*					

Course No	Title of Course	Mid Term	End Term	Total Marks	Credit
206(A)	Open and Distance Learning	20	80	100	4
206(B)	Environmental Education and Sustainable Development	20	80	100	4
206(C)	Early Childhood Care and Education	20	80	100	4
Total				600	24

Discipline Specific Elective Paper. Any one paper can be opted by students of this Department. Minimum student's strength to run the course in each elective paper should be 8.

2nd Year: Semester-III

Courses		Distribution of Marks		Total Marks	Credit
Course No	Title of Course	Mid Term	End Term		
301	Research Methodology in Education	20	80	100	4
302	Advanced Educational Statistics	20	80	100	4
303	Advanced Educational Technology	20	80	100	4
304	Development of Education in India	20	80	100	4
305	Practicum c-301(a) c-301(b) c-302	-	100	100	4
IDSE Papers*					
306(A)	Philosophical Foundation of Education	20	80	100	4
306(B)	Sociological Foundation of Education	20	80	100	4
306(C)	Psychological Foundation of Education	20	80	100	4
Total				600	24

Inter Discipline Specific Elective Paper. Any one paper can be opted by students from other Departments.

2nd Year: Semester-IV

Courses		Distributions of Marks		Total Marks	Credit
Course No	Title	Mid Term	End Term		
401	Higher Education in India	20	80	100	4
402	Teacher Education	20	80	100	4
403	Guidance and Counseling in Education	20	80	100	4
404	Inclusive Education	20	80	100	4
405	Dissertation (Practical)		100	100	4

	Total			500	20
22 Papers	Grand Total			2200	88

N.B.: -
There will be two elective groups namely:

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

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

1. Each course will be of 100 marks out of which 80 marks shall be allocated for Term End examinationand 20 marks for internal assessment (Mid Term Examination).

2. There will be four lecture hours of teaching per week for each Course and total numbers of classes are given in the detailed syllabus section.

3. Duration of examination for each course hall is three hours.

4. **Pass Percentage:**

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

EDN-101

Philosophical Foundations of Education

Course Outcomes

On completion of this course, the students shall b e able to

CO1 Explain about different Western and Indian philosophical thoughts in the light of Metaphysic,Epistemology, Axiology and their educational implications.

CO2 Compare (similarities and differences) between different philosophical thought in the light of above dimensions.

CO3 Critically analyze the present educational practices in the philosophical context.

CO4 Explain the contributions of Western and Indian thinkers in education.

CO5 Explain philosophical outlook to relate and analyze the context and problems ofeducation.

Unit –I Western Schools of Philosophy   No. of classes 12

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

Unit- II Indian Schools of Philosophy   No. of classes 12

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

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

No. of classes 08

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

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

No of classes 08

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

Mode of transaction

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

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	-	-
CO2	2	3	2		-	-	-
CO3	2	2	3	-	1	2	2
CO4	2	3	1	2	--	-	-
CO5	3	2	-	-	3	2	-

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	2	2	1	1	1	1

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

Suggested Readings

Agrwal, 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: McGraw.

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

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

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

Masih, Y. (2017). *A critical history of western philosophy*. New Delhi: 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
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EDN- 102

SOCIOLOGICAL FOUNDATION OF EDUCATION

Course Outcomes

On completion of this course, the students the students shall b e able to

CO1	Identify different issues about inequality in Indian society.
CO2	Relate different social situation and practices of education.
CO3	Explain concept of social stratification, social change and social mobility.
CO4	Critically analyze the social phenomenon in the context of Indian society.

Unit-I Introduction to Educational Sociology   **No. of classes 11**
- Concept of Sociology of education, Approaches of sociology of education: Symbolic interaction, Structural Functionalism and Conflict theory.
- Relationship between sociology and Education
- Concept and types of social institutions and their functions: family, school and Society.

Unit-II Education and Social Change   **No. of classes 09**

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

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

Unit- III Process of social change   **No. of classes 11**
- Concept of social movements and theories: Relative Deprivation, Resource mobilization and Political Process theory, New social movement theory

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

Unit –IV Social stratification and issues in Indian society   **No. of classes 09**
- Illiteracy, Casteism, Gender discrimination, Unemployment, Drug addiction,

Wastage and Stagnation

- Concept of equality and equity, social values as enshrined in the constitution-Socialism, secularism, justice, liberty, freedom, democracy and equality.

Mode of transaction

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

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	-	-
CO2	-	3	2	2	2	3	1
CO3	3	-	2	-	-	-	-
CO4	2	1	3	2	2	-	1

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	2	3	1	2	1	1

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

SUGGESTED READINGS:

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

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.* New Delhi: Kalyani Publishers.

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

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: MacMillan.

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

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

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

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

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

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

Rusk, Robert R. (1996). *Philosophical bases of education*. London, U.K: Oxford University of London Press Ltd.

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EDN-103

PSYCHOLOGICAL FOUNDATION OF EDUCATION

Course Outcomes

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

CO1 Describe different theories and approaches of Psychology: learning, motivation,intelligence, creativity and personality.

CO2 Compare among different psychological perspectives on student behavior, learningprocess and adjustment.

CO3 Critically analyze different approaches of learning.

CO4 Administer and interpret different psychological test to measure psychological traits.

Unit-I Education and School of Psychology   No. of classes 08

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

Unit-II Learning and Motivation   No. of classes 12

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

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

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

Unit- III Intelligence and Creativity   No. of classes 12

- Concept and theories of intelligence

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

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

Unit- IV Personality and Adjustment Mechanism   No. of classes 08

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

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

Mode of transaction

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

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	-	2	-	-	-
CO2	-	3	2	-	-	-	1
CO3	3	2	3	-	-	2	-
CO4	-	-	-	2	2	2	3

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	3	3	2	2	2	3

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

SUGGESTED READINGS:

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

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

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

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

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

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

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

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

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

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

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

Piaget, J.(1999).*The psychology of intelligence.* New York: Taylor and Francis. Santrock,J.W.(2011).*Educational psychology.* Chennai: McGraw Hill.

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

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

Vygotsky, L.S.(1986). *Thought and language.* Columbia: MIT Press.

Wolkfolk, A.(2014).*Educacational psychology.* New Delhi: Pearson.
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EDN-104

RECENT TRENDS AND ISSUES IN EDUCATION

Course Outcomes

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

CO1   Identify recent trends and issues in education from global and Indian context.
CO2   Explain the constitutional and educational policies for primary, secondary, highereducation and inclusive education.
CO3   Critically analyze the importance and the functions of different regulatory andstatutory bodies of education.
CO4   Explain the role of different agencies for quality assessment and assurance inhigher education.

Unit -1 Regulations and Acts in Education   No. of classes 08

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

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

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

Unit- II Global Trends in Education   No. of classes 08

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

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

No. of classes 12

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

Unit-IV Quality Assessment and Assurance   No. of classes 12

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

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

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

- Shanghai Reports.

Mode of transaction

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

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	3	-	-	-	-
CO2	-	2	2	1	3	2	1
CO3	-	1	3	2	3	2	3
CO4	2	2	-	-	-	3	3

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	3	3	2	2	2	3

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

SUGGESTED READINGS

MHRD.(1986). *National policy on education.* New Delhi: Govt. of India.

MHRD.(2013).*Rashtriya uchchatar shiksha abhiyan*. New Delhi: Govt. of India.

Ministry of Law and Justice.(2009). *The right of children to free and compulsory education act-2009.* New Delhi: Govt. of India.

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

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

EDUCATION- 105

Practicum

- **Practicum- I** Students will present a Seminar paper on any topic from Educational Philosophy. **No. of classes 04**

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

  No. of classes 04

- **Practicum- III** Administer and interpret any psychological tests: Personality test, Intelligence test and Creativity test. **No. of classes 04**

- **Practicum- IV** Submission of one term paper from any topic (Recent trends in education, existing statutory policies for education, quality management process in education). **No. of classes 04**

SECOND SEMESTER

EDN-201

EDUCATIONAL MEASUREMENT AND EVALUATION

COURSE OUTCOMES

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

CO1   Describe and differentiate about the various concept like Test, Measurement Assessmentand Evaluation.

CO2   Explain the   conceptual framework of e d u c a t i o n a l Measurement, Assessmentand Evaluation.

CO3   Calculate the Psychometric properties of the test.

CO4   Explain the quality of good test.

CO5   Construct and standardized of an Achievement test and prepare different types of testitems.

CO6   Critically evaluate the various Models of Evaluation.

Unit-1   T es t, Measurement, Assessment a n d E v a l u a t i o n   No . of classes- 09

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

Unit-II Construction and Standardization of Achievement Test   No. of classes- 13

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

Unit-III Characteristics of good Test   No. of classes- 14

- Reliability – Concept, types, method of computation and factors affecting Reliability.
- Validity – Concept, types, Approaches of Validity and factors affecting Validity
- Objectivity: Concept
- Usability: Concept
- Interpretation of test scores. Standard Scores- Z-Score, T-Score, S t a n i n e , Percentile,Percentile Rank and Grading (A b s o l u t e grading and Relative grading)

Unit-IV Models of Educational Evaluation and Assessment   No. of classes- 12

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

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

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	2	3	-	-
CO2	-	3	2	-	2	3	2
CO3	-	-	3	-	2	2	1
CO4	-	2	3	2	3	2	-
CO5	2	-	1	2	2	2	1
CO6	-	3	2	1	2	2	1

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	2	3	3	2	3	3	2

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

SUGGESTED READING SOURCES:

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

Anderson, L.W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making.* Mahwah, New Jersey: Lawrence Erlbaum Associates.

Burke, K. (2005). *How to assess authentic learning*. Thousand Oaks, CA: Corwin.

Cooper, D. (2007). *Talk about assessment: Strategies and tools to improve learning*. Toronto, Ontario: Thomson Nelson.

Ebel, R.L. & Frisbie,D.A.(1991). *Essential of educational measurement*. New Delhi: PrenticeHall of India Ltd.

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

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

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

Newman, F.M. (1996). *Authentic achievement: Restructuring schools for 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). *Classroom assessment: What teachers need to know* .New York: Prentice Hall.

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

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EDN-202

EDUCATIONAL MANAGEMENT

COURSE OUTCOMES

On completion of this course, the students the students shall be able to
.
CO1 Describe and differentiate among concept of Administration, Management, Leadership.

CO2 Explain t h e concept, theories and styles of leadership in Educational Management.

CO3 Illustrate the concept of leadership and different leadership styles in Education

CO4 Compare between the Educational Management and Educational Administration

CO5 Describe the concept, principlesof Total Quality Managementapproach in education.

CO6 To critically Evaluate the conceptual framework of Educational Management, Administration and Leadership.

CO7 Analyze different models of Leadership and their application in the field of Education.

CO8 Explain the role of various Quality Assurances agencies in Education.

Unit-I Educational Management and A d m i n i s t r a t i o n **No. of classes- 12**
- 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, Organizational development, Organizational climate, Organizational Effectiveness.

Unit-II Leadership in Educational Administration **No. of classes- 12**
- Leadership in Educational Administration: Meaning and Nature,

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

Unit-III Quality in Educational Management   No. of classes- 08
- Concept of Quality and Quality in Education: Indian and International perspective
- Evolution of Quality: Inspection, Quality Control, Quality Assurance
- Total Quality Management (TQM), Six sigma,
- Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad

- Role of SMC and SMDC in institutional Management

Unit-IV Modern Techniques and Change Management   No. of classes- 15
- Change Management: Meaning, Need for Planned change, Three Step-Model of Change (Unfreezing, Moving, Refreezing)
- The Japanese Models of Change: Just-in-Time, Poka yoke
- Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis
- Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC],
- Performance Indicators, Quality Council of India [QCI]
- International Network for Quality Assurance Agencies in Higher Education [INQAAHE)
- Planning Programme and Budgeting System (PPBS)
- Appraisal of the Educational Organization -UGC, NCTE, AICTE.

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

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	-	-	2	-	-
CO2	2	3	2	1	-	-	-
CO3	-	-	3	-	1	1	1
CO4	2	1	-	1	2	1	-
CO5	2	2	2	-	-	-	-
CO6	1	3	-	-	-	-	-
CO7	1	2	3	1	2	2	1
CO8	2	2	1	-	-	2	-

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	3	3	1	2	2	1

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

SUGGESTED READINGS

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

Buch, T. (1980). *Approaches to school management.* London: Harper and Row. Chalam, K.S. (2003). *Introduction to educational planning and management.* New Delhi, Anmol Publications Pvt. Ltd.

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

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

Glasser, W.(1990). *The quality school.* New York, NY: Harper Collins Publishers,Inc.

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

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

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

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

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CURRICULUM DEVELOPMENT

COURSE OUTCOMES

On completion of this course, the students the students shall b e able to

CO1   Illustrate the concept of Curriculum Development and various stages of Curriculum Development

CO2   Compare among different types and models of curriculum development and their importance.

CO3   Explain the process of curriculum development and curriculum implementations.

CO4   Critically evaluate different Models of curriculum Evaluation

CO5   Critically analyze the   Models of curriculum development a n d t h e i r   practical relevance in Indian context.

CO6   Explain various factors affecting Curriculum

Unit-I Introduction to Curriculum   No. of classes- 12

- Concept and Principles of Curriculum, Component of curriculum Design
- Strategies of Curriculum Development, Stages in the Process of Curriculum development,
- Foundations of Curriculum Planning - Philosophical Bases (National, Democratic), Sociological basis (Socio cultural reconstruction), Psychological Bases (learner's needs and interests),
- Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development

Unit-II **Models of Curriculum Design:**   No. of classes- 12

- Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [Social Reconstruction],

- Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, C I P P Model (Context, Input, Process, Product Model)
- Content Analysis
- System analysis

Unit-III   **Curriculum Instructional Techniques and Evaluation**   No. of classes- 16

- Instructional System, Instructional Media,
- Instructional Techniques and Material in enhancing curriculum Transaction,
- Approaches to Evaluation of Curriculum: Approaches to Curriculum and Instruction (Academic and Competency Based Approaches),
- Models of Curriculum Evaluation: Tyler's Model, Scriven's Model, Kirkpatrick's Model
- Scientific models (Metfesssl- Michael evaluation and Provu's Discrepantly)
- Humanistic models (Stakes responsive evaluation models, and paclett and Hamilton's model)

Unit-IV Curriculum change   No. of classes- 08

- Meaning and types of Curriculum change
- Factors affecting curriculum change,
- Approaches to curriculum change, Role of students,

  Role teachers and educational administrators in curriculum change and improvement,
- Scope of curriculum research and Types of Research in Curriculum Studies

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

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	1	-	-	-	-
CO2	2	3	3	-	1	2	1
CO3	2	1	2	-	-	-	-
CO4	-	2	3	1	1	2	-
CO5	2	2	2	-	-	-	-
CO6	1	1		-	2	2	1

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	3	3	1	2	2	1

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

SUGGESTED READINGS

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: Decesion-making and process.*
Boston: Allyn & Bacon.

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

Issues. Boston: Allyn & Bacon, Boston.

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

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

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

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

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

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EDN-204

PEDAGOGICAL TRENDS AND ISSUES

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COURSE OUTCOMES

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

CO1   Describe   the process and importance of communication in teaching learningprocess.

CO2   Explain the use   of   traditional pedagogy in present   teaching learningenvironment.

CO3   Categories pedagogical trends from behavioristic to Constructivist prospective.

CO4   Differentiate the modern pedagogical trends strategies from Traditional pedagogicaldesigns.

CO5   Evaluate various pedagogical issues in present scenario

CO6   Critically Analyze   the pedagogical issues and challenges   from classroom,institutional point of view

CO7   Critically analyze the various Issues and challenges of Teacher Education Institution

Unit-I Teaching, Learning and Communications   No. of classes- 10

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

Unit-II Traditional Pedagogy   No. of classes- 08

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

Unit-III Modern Pedagogical Trends   No. of classes- 08

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

Unit-IV Pedagogical Issues and Challenges   No. of classes- 08

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

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

SUGGESTED READINGS:

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	-	-	2	-	-
CO2	2	3	2	1	-	-	-
CO3	-	-	3	-	1	1	1
CO4	2	1	-	1	2	1	-
CO5	2	2	2	-	-	-	-
CO6	1	3	-	-	-	-	-
CO7	1	2	3	1	2	2	1

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	3	3	1	2	2	1

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

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 ofknowing*. NewYork: W W Norton and Company Incorporated.

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

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

NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERTPiaget,J.(1969).*The psychology of child*. New York: Basic Books

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

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EDN-205 (Marks 100)
PRACTICUM

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Practicum -I   (CC- 201)   **No. of classes- 08**
  Construction of an Achievement Test on School Subject and calculating Reliability and Validity.

Practicum -II   (CC-202)   **No. of classes- 08**

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

Practicum -III (CC-203)   **No. of classes- 08**

Prepare a report on Administration and Evaluation of any curriculum Model in Educational Institution.

Practicum -IV (CC-204)   **No. of classes- 08**

Develop and deliver 5 lesson plans by using 5E Model /Icon Model.

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Any one paper can be opted by students of this Department. Minimum studentstrength to run the course in each elective paper should be 8.

EDN-206(A)

OPEN AND DISTANCE LEARNING

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

CO1   Describe the meaning, nature and need of Distance Education in the present situation.

CO2   Explain various kinds of information and communication Technologies used by (ICTand enable them to be familiar with their use in teaching-learning process ofdistance educational institutions)

CO3   Describe and explain various modes of Student Support Services (SSS) and develop in them skills to manage such services for various kinds of programs through Distance Education.

CO4   Evaluate programs of Distance Education and to develop the ability to enhance the quality and standards of different D. E. Programs.

Unit I: Distance Education and its Development   No. of classes- 06
- Definitions and Teaching learning components
- Correspondence course , Distance education, Open learning
- Need and characteristic features of Distance Education
- Growth of Distance Education
- Distance Teaching –learning systems in India.

Unit II: Intervention Strategies at Distance Education   No. of classes- 08
- Information and Communication Technologies and their application inDistance Education.
- Designing and preparing self-instructional material

- Electronic media (T.V.) for Education
- Print media

Unit III: Learning at a Distance   No. of classes- 08
- 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   No. of classes- 06
- 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.

MODES OF TRANSACTION: Lecture cum Discussion method ,Case study ,New approaches of Teaching analyzing Self-learning instructional Materials , Blended leaning, Seminar, Workshop,

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	-	-	2	-	-
CO2	2	3	2	1	-	-	-
CO3	-	-	3	-	1	1	1
CO4	2	1	-	1	2	1	-

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	3	3	1	2	2	1

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

SUGGESTED READINGS:

Anderson,T.(2004). *The theory and practice of online learning.* Canada: AUPress.

Keegan,D.(2013). *Foundations of distance education.* New York: Rouledge Tayler&Francis Group.S

Moore, M.G.(2012). *Handbook of distance education.* New Delhi: RoutledgeChampan& Hall.

Moore, M.G. & Kearsley,G.(2011). *Distance education: A systems view of online learning. United State: Cengage Learning.*

Murphy,D., Evans,T., & Haughey,M.(2007). *International handbppk of distance education*. England: Emerald Group Publishing Ltd.

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.* TamilNadu: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 Deldi: Global Publications.

Umesha,U.,Mudho,   M.V, & Khan,K.M.(2004). *A handbook on distanceeducation.* New Deldi: Ess Publications

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EDN-206(B)

**ENVIRONMENTAL   EDUCATION   AND
SUSTAINABLE DEVELOPMENT**

COURSE OUTCOMES
The students will be able to
   CO1 Describe the concept, importance scope and aspect of environmental Education
   CO2 Explain the possible environmental hazards and create awareness aboutpollutions of environment
   CO3 Explain the attitude towards protection of environment.
   CO4 Differentiate various methods and strategies for realizing the objectives ofenvironmental education

Unit-I Introduction to Environmental Studies   No. of classes- 06
   • 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   No. of classes- 08
   • Environmental Pollutions- Types, sources, causes, effects and control withreference 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 warning, Ozen layer depletion, Acid rain and impactson human communities.

Unit-III Environmental Policies and Practices   No. of classes- 08

   • 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   No. of classes- 06
   • Human population growth- Impact on environment, human health andwelfare
   • Curriculum   For   Environmental   education;   strategies   for teachingenvironmental education

- Environmental movement- Chipko movement and Silent Valley

MODES OF TRANSACTION: Lecture cum Discussion method, Observational Design, Debate, Blended leaning, Seminar, Workshop,

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	-	-	2	-	-
CO2	2	3	2	1	-	-	-
CO3	-	-	3	-	1	1	1
CO4	2	1	-	1	2	1	-

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	3	3	1	2	2	1

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

SUGGESTED READINGS:

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

Gadgil, M. & Guha, R. (1993). *This fissured land: An ecological history of India.* USA:University of California Press.

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, John R. (2000). *Something new under the sun: An environmental historyof thetwentieth Century.*

Odum, E.P., Odum, H.T. & Andrews, J. (1971). *Fundamentals of ecology*.Philadelphia: Saunders.

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, environmentalscience andconservation*. New Delhi : S. Chand Publishing.

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EDN-206(C)

**EARLY CHILDHOOD CARE
ANDEDUCATION**

COURSE OUTCOMES

The students will be able to
- CO1 Describe the concept of early childhood care and education
- CO2 Identify the common types of diseases at early childhood stage
- CO3 Analyze the curriculum at pre-school stage
- CO4 Evaluate the recommendations given by various organizations on ECCE

Unit-I Introduction to Early Childhood Care and Education   No. of classes- 10

- 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
No. of classes- 08
- Early childhood health care programmes
- Common ailments and diseases in early childhood
- Identification, prevention and remediation of common diseases in earlychildhood
- Concept and need of balanced diet

Unit -III Curriculum at Pre-School Stage   No. of classes- 10

- 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 Organisationon Child Development   **No. of classes- 10**

- 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

MODES OF TRANSACTION: Lecture cum Discussion method ,Observational Design ,New approaches of Teaching, Project , Blended leaning, Seminar, Workshop,

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	-	-	2	-	-
CO2	2	3	2	1	-	-	-
CO3	-	-	3	-	1	1	1
CO4	2	1	-	1	2	1	-

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	3	3	1	2	2	1

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

SUGGESTED READINGS

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

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

Gupta, M. S. (2009). *Early childhood care and education.* New Delhi: Prentice HallIndia Learning Pvt Ltd.

Henniger, M. L. (2009). Teaching young children: An introduction. New Delhi:Pearson.

Mohanty, B. & Mohanty, J. (2007). *Early childhood care and education.* New Delhi:Delhi Book House

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EDN-301

RESEARCH METHODOLOGY IN EDUCATION

COURSE OUTCOMES

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

CO1   Describe about evolutionary prospective of knowledge construction process .

CO2   Describe the nature, scope and needs of Educational Research.

CO3   Explain different approaches and designs of educational research.

CO4   Identify and formulate research problem and state the hypothesis.

CO5   Differentiate between Probability and Non-probability samplingtechniques.

CO6   Select and develop different types of data collection tools.

CO7   Prepare the research proposal and report

UNIT-I Introduction to Educational Research   No. of classes- 10

- Evolution of scientific knowledge construction process.

- Meaning and steps of Scientific Method, Characteristics of Scientific Method (Replicability, precision, Falsifiability and Parsimony).

- Types of Scientific Method (Exploratory, Explanatory and Descriptive).

- Aims of research as a Scientific activity: Problem solving , Theory building and Prediction

- Meaning, nature, scope and needs of Educational research.

- Types of Educational research- Fundamental, Applied and Action research.

- Approaches to Educational R e s e a r c h -Qualitative, Quantitative andMixed

UNIT-II Research Process   No. of classes- 11

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

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

- Review of Related Literature- Meaning and Sources.

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

- Concept of Population and Sample.

- Techniques of Sampling (Probability and Non-probability), Estimate size of sample.

- Tools and Techniques of data collection (Rating scale, Attitude scale, Questionnaire, Aptitude test, Interview, Observation and Inventory).
- Identification, selection and development of tools

UNIT-III Designs of Educational Research   No. of classes- 10

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

UNIT-IV Research Report   No. of classes- 12

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

MODE OF TRANSACTION

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

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	-	2	-	-
CO2	3	3	2	1	-	-	-
CO3	-	3	3	2	1	1	1
CO4	3	3	2	3	2	2	1
CO5	2	3	2	-	-	-	-
CO6	2	3	3	3	2	2	1
CO7	3	3	3	3	3	3	3

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	3	3	3	2	2	1

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

SUGGESTED READING SOURCES:

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

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

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

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

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

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

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

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

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

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

Publishing House.

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

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EDN-302

ADVANCED EDUCATIONAL STATISTICS

COURSE OUTCOMES

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

CO1 Describe the concept, importance and use of Descriptive andInferential statistics in Research.

CO2 Describe the concept, assumptions and use of Parametric andNon parametric statistics.

CO3 Differentiate between the Parametric and Non parametric statistics in terms of their use in different contexts.

CO4 Compute and use various statistical measures of Co-efficient

ofcorrelation, Variability, Regression and Prediction.

CO5   Demonstrate the skill of computation of various type of
Parametricand Non parametric statistics by use of SPSS.

Unit-I Introduction to Educational Statistics   No. of classes- 12

- Descriptive and Inferential Statistics- concept, importance, differences and uses
- Parametric and Non-parametric Statistics- concept, assumption, differences and uses
- Testing of hypothesis, Levels of significance, Types of error (Type-I and Type-II)
- One- Tailed test and Two- Tailed test

Unit-II Co-efficient of Correlation   No. of classes- 08

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

Unit-III Parametric Statistics   No. of classes- 14

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

Unit-IV Non-Parametric Statistics   No. of classes- 06

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

MODE OF TRANSACTION

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

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	3	-	2	-	-
CO2	3	3	3	-	2	-	-
CO3	3	3	2	1	1	2	2
CO4	3	3	3	2	2	2	3
CO5	3	3	3	3	2	2	1

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	3	3	1	2	2	2

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

SUGGESTED READING SOURCES

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

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

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

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

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

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

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

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EDN-303

ADVANCED EDUCATIONAL TECHNOLOGY

COURSE OUTCOMES

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

CO1 Describe the concept and nature of Educational Technology, ICT in education andInstructional Technology.

CO2 Explain the models of Instructional Design.

CO3 Explain the various application of Computer in education.

CO4 Describe the concept and approaches of e-learning and Social learning .

CO5 Relate various Learning Theories with corresponding Instructional Strategies.

CO6 Distinguish among different types of Instructional model.

CO7 Apply the knowledge of Educational Technology, ICT and InstructionalTechnology to search information on different Open EducationResources.

Unit-I Introduction to Educational Technology   No. of classes- 10

- Concept of Educational Technology(ET) as a discipline

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

- Aspects of Education Technology- Hardware, Software, Courseware and Human ware
- Applications of Educational Technology in Formal, Non formal(Open and Distance Learning), Informal and Inclusive education system.
- Meaning, nature and scope of ICT in education

Unit-II System Approach to Instructional Design and Behavior Modification
                                                         No. of classes- 10

- Concept of Teaching, Instruction and Learning

- Concept of System Approach to instructional design
- Models of development of Instructional design(ADDIE, ASSURE,Dick and Carey Model Mason's)
- Models of teaching: Basic Teaching Model of Robert Glaser, Concept Attainment Model of J. S. Bruner, Bloom's Mastery Learning, Robert Gange's Information Processing Model
- Micro Teaching and FIAS

Unit-III Instructional System and Strategies   No. of classes- 08

- Application of Computers in Education: CAI,CAL,CBT,CLM
- Programme instruction (Linear and Branching)
- Gagne's Nine Events of instruction and Five E's of Constructivism
- Nine Elements of Constructivist instructional Design

Unit-IV Emerging Trends in E- learning   No. of classes- 12

- Concept of E-learning, Approaches to e-learning (Offline, Online, Synchronous,

Asynchronous, Blended learning, mobile learning).

- Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum)

- Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application).

- Flipped learning

- Blended Learning

- Recommendations of NEP 2020

MODE OF TRANSACTION

Lecture cum Discussion method, Blended learning, Seminar, Workshop,Debate.

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	2	-	-
CO2	2	3	3	2	1	1	-
CO3	2	3	3	3	2	1	2
CO4	3	3	3	3	2	1	-
CO5	3	3	3	3	2	2	-
CO6	2	3	2	3	3	2	1
CO7	3	3	3	3	2	2	2

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	3	3	3	2	2	2

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

SUGGESTED READING SOURCES:

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

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

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

Singh, L. C. (Ed.) (2010). *Educational Technology for Teachers and Educators.* New Delhi: Vasunandi Publication.

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

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Mishra, P. and Koehler, M. (2007). Technological pedagogical content knowledge (TPCK): Confronting the wicked problems of teaching with technology. In C. Crawford et al. (Eds.). *Proceedings of Society for Information Technology and Teacher Education International Conference 2007.* Chesapeake, VA: Association for the Advancement of Computing in Education. (pp. 2214-2226).

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

Stodel, E.J. et al. (2006) Learners' Perspectives on What is Missing from Online Learning: Interpretations through the Community of Inquiry Framework. *The International Review of Research in Open and Distance Learning*, 7(3). http://www.irrodl.org/index.php/irrodl/article/view/325/743.
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UNESCO (2005). *How ICT can create new, open learning environments: Information and communication technologies in schools: A handbook for teachers.* Paris: UNESCO.

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EDN-304

DEVELOPMENT OF EDUCATION IN INDIA

COURSE OUTCOMES

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

CO1 Provide a broad sketch about the development of education in India fromPre independence period to till date.

CO2   Explain level wise major schemes for quantity and   quality expansion of Education.

CO3 Compare the educational structure, provisions among three major Policieson Education

CO4 Critically evaluate the Background, Objectives and recommendations of various Committees, Commissions and policies on Education.

Unit-I Education during British Period   **No. of classes- 08**

- Charter Act and Macaulay's Minute
- Wood Despatch
- Hunter Commission
- Calcutta University Commission
- Wardha Scheme of Education

Unit-II Committees and Commissions on Education in post Independence India with reference to Background, Objectives and major Recommendations

                                        No. of classes- 08

- University Education Commission (1948)
- Secondary Education Commission (1954)
- Kothari Commission(1964-66)

Unit-III Policies on Education   **No. of classes- 12**

- NPE-1968

- NPE- 1986

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

Unit-IV   **National Education Policy, 2020**   **No. of classes- 12**

- NEP- 2020
- Structure, Curriculum and Pedagogy of School Education
- Structure, Pattern and Vision of Higher Education
- Equity and Inclusion in Higher Education
- Vocational Education

MODE OF TRANSACTION

Lecture cum Discussion method, Blended learning, Seminar, Workshop

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	-	2	2	-
CO2	3	2	2	-	-	3	-
CO3	3	3	3	3	2	3	1
CO4	2	3	3	2	3	2	1

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	3	3	1	2	2	1

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

SUGGESTED READING SOURCES:

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

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

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

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

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

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

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

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

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Practicum-C-301(a)

   RESEARCH PAPER REVIEW   **(25 MARKS)**   **No. of classes- 08**

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

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Practicum –C-301(b)

DEVELOPMENT OF RESEARCH PROPOSAL   **50 MARKS**

                                            No. of classes- 12

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

Presentation of paper   :   40   Marks

Clarification of Points and discussion   :   10 Marks

 Practicum –C-302   **(25 MARKS)**

ANALYSIS AND INTERPRETATION OF QUANTITATIVE DATA USING SPSS.
Students have to analyses the data for calculation of Central tendency, Variability, Correlation, Regression by used of SPSS**.**   **No. of classes- 08**

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Any one paper can be opted by students of other departments.

EDN-306 (A)

Philosophical Foundations of Education

Course Outcomes

CO1   On completion of this course, the students the students shall be able to

CO2   Explain about different Western and Indian philosophical thoughts in the light of Metaphysic, Epistemology, Axiology and their educational implications.

CO3   Compare (similarities and differences) between different philosophical thought in the light of above dimensions.

CO4   Critically analyze the present educational practices in the philosophical context.

CO5   Explain the contributions of Western and Indian thinkers in education.

CO6   Explain philosophical outlook to relate and analyze the context and problems of education.

Unit –I Western Schools of Philosophy   No. of classes 12

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

Unit- II Indian Schools of Philosophy   No. of classes 12

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

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

No. of classes 08

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

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

No of classes 08

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

Mode of transaction

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

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	-	-
CO2	2	3	2		-	-	-
CO3	2	2	3	-	1	2	2
CO4	2	3	1	2	--	-	-
CO5	3	2	-	-	3	2	-

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	2	2	1	1	1	1

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

Suggested Readings

Agrwal, 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: McGraw.

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

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

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

Macmillan.

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

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EDN- 306 (B)

SOCIOLOGICAL FOUNDATION OF EDUCATION

Course Outcomes

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

CO1　Identify different issues about inequality in Indian society.

CO2　Relate different social situation and practices of education.

CO3　Explain concept of social stratification, social change and social mobility.

CO4　Critically analyze the social phenomenon in the context of Indian society.

Unit-I Introduction to Educational Sociology　　　　No. of classes 11
- Concept of Sociology of education, Approaches of sociology of education: Symbolic interaction, Structural Functionalism and Conflict theory.
- Relationship between sociology and Education
- Concept and types of social institutions and their functions: family, school and Society.

Unit-II Education and Social Change　　　　No. of classes 09

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

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

Unit- III Process of social change　　　　No. of classes 11
- Concept of social movements and theories: Relative Deprivation, Resource mobilization and Political Process theory, New social movement theory

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

Unit –IV Social stratification and issues in Indian society　　No. of classes 09
- Illiteracy, Casteism, Gender discrimination, Unemployment, Drug addiction, Wastage and Stagnation
- Concept of equality and equity, social values as enshrined in the constitution-Socialism, secularism, justice, liberty, freedom, democracy and equality.

Mode of transaction

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

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	-	-
CO2	-	3	2	2	2	3	1
CO3	3	-	2	-	-	-	-
CO4	2	1	3	2	2	-	1

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	2	3	1	2	1	1

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

SUGGESTED READINGS:

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.* New Delhi: Kalyani Publishers.

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

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: MacMillan.

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 principls of education*. Delhi:Pearson.

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

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

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

Rusk, Robert R. (1996). *Philosophical bases of education*. London, U.K: Oxford University of London Press Ltd.

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EDN-306 (C)

PSYCHOLOGICAL FOUNDATION OF EDUCATION

Course Outcomes

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

CO1   Describe different theories and approaches of Psychology: learning, motivation,intelligence, creativity and personality.

CO2   Compare among different psychological perspectives on student behavior, learningprocess and adjustment.

CO3   Critically analyze different approaches of learning.

CO4   Administer and interpret different psychological test to measure psychologicaltraits.

Unit-I Education and School of Psychology   No. of classes 08

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

Unit-II Learning and Motivation   No. of classes 12

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

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

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

Unit- III Intelligence and Creativity   No. of classes 12

- Concept and theories of intelligence

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

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

Unit- IV Personality and Adjustment Mechanism   **No of classes 08**

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

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

Mode of transaction

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

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	-	2	-	-	-
CO2	-	3	2	-	-	-	1
CO3	3	2	3	-	-	2	-
CO4	-	-	-	2	2	2	3

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	3	3	2	2	2	3

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

SUGGESTED READINGS:

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

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

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

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

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

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

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

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

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

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

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

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

Vygotsky, L.S.(1986). *Thought and language*. Columbia: MIT Press.

Wolkfolk, A.(2014).*Educacational psychology*. New Delhi: Pearson.

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EDN-401

HIGHER EDUCATION IN INDIA

Course Outcomes

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

CO1 Analyze various policies and their recommendations on various aspects of higher education.

CO2 Evaluate the functions and importance of different Higher educationinstitutions.

CO3 Examine the problems in implementation of the policies of higher education inIndia.

CO4 Explore the problems and reforms in higher education in India.

CO5 Analyze role of various agencies of higher education in India.

Unit-I Development of Higher Education in India   No. of classes- 10

- Development of Higher Education in India during the Pre- Independence period- a brief history
- Development of Higher Education in India during the Post-Independence period with special reference to recommendation of UEC(1948), IEC (1964-66), and NPE(1986)NEP(2020)

Unit-II Higher Education Institutions   No. of classes- 12

- Types of Universities (Central, State, Deemed and private): Establishment, management and functions.

- Institutes of National Importance: AIIMS, IIMs, IITs, IISERs, IITs and NITs

- Types of Universities in NEP 2020: Teaching-Intensive Universities, Research Intensive Universities and Autonomous Degree-Granting Colleges

- Open University, Institute of National importance: IIT, IIM, IISe and AIMS.

Unit-III Management of Higher Education   No. of classes- 10

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

Unit-IV Reforms in Higher Education   No. of classes- 08

- Human Resources Development Centre- Role and functions

- Academic Credit Bank in NEP 2020
- Multiple Entry-Exit Options in Academic Programmes
- Holistic and Multidisciplinary Education
- Higher Education Commission of India (HECI)
- National Scholarship Portal
- National Educational Technology Forum (NEFT)

MODE OF TRANSACTION

Lecture cum Discussion method, Blended learning, Seminar, Workshop, Smallgroup discussion.

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	-	-	2	2
CO2	2	3	3	3	2	2	2
CO3	2	3	3	3	2	3	3
CO4	3	3	2	3	2	3	2
CO5	3	2	3	3	2	3	2

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	3	3	3	2	3	2

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

SUGGESTED READINGS

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

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

Cheney, G. R., Ruzzi B. B. and Muralidharan,K. (2005). *India educationreport.*New Delhi: NCEE (National Center on Education and the Economy).

MHRD(2020).*National Education Policy 2020.*Ministry of Human Resource Development, Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf.

UCG (University Grants Commission) (2008). *Higher education in India: Issues

related to expansion, inclusiveness, quality and finance. New Delhi: University Grants Commission.

Veena,B. (1998). *Accountability and Autonomy in higher Education*. New Delhi: AIU.

UNESCO (1998). Higher education in India: Vision & action. New Delhi: UNESCO. Department of Secondary and Higher Education (2001).*Committee on autonomy ofhigher education institutions.* New Delhi: Government of India.

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EDN-402

TEACHER

EDUCATION

Course Outcomes

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

CO1   Describe the concept, scope and importance of teacher education.
CO2   Analyse various policies recommendations for teacher education in India
CO3   Critically evaluate professional ethics, autonomy and accountability ofteacher in their profession
CO4   Identify the problems in implementation of the policies for teacher education
CO5   Analyse the role and functions of different agencies of teacher educationinquality development of teacher education.

Unit-I Introduction to Teacher Education   No. of classes- 10

- Teacher education- concept, objectives, scope and importance.
- Types of teacher education- In-service teacher education and Pre-serviceteachereducation.
- Organization of Components of Pre-service Teacher Education
- Transactional Approaches (for foundation courses) Expository, Collaborative andExperiential learning
- Agencies and Institutions of In-service Teacher Education at District, State andNational Levels (SCERT, NCERT, NCTE and UGC)

Unit-II Development of Teacher Education in India   No. of classes- 08

- Teacher education- Historical perspective.
- The Education Commission (1964-66)
- National Commission on Teacher-National Policy on Education (1986)
- NCFTE-2009
- NCTE Regulation Act-2014

Unit-III Teaching as a Profession   No. of classes- 12

- Teaching as a profession and its characteristics
- Professional growth of teacher- Meaning, purpose and strategies

- Teacher Effectiveness- Meaning, criteria for assessment and modificationofteacher behavior.
- Characteristics of good teacher, professional ethics, autonomy andaccountability of teacher
- Evaluation of teacher at different levels-
    - Evaluation by authority
    - Evaluation by students
    - Self-evaluation/Personal appraisal
    - Peer evaluation
- Importance of teacher evaluation
- Tools and techniques for teacher evaluation

Unit-IV Models of Teacher Education   **No. of classes- 10**
- Knowledge base of Teacher Education from the view point of Schulman, Deng andLuke & Habermas
- Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching
- Models of Teacher Education - Behavioristic, Competency-based and Inquiry Oriented Teacher Education Models

MODE OF TRANSACTION

Lecture cum Discussion method, Blended learning, Seminar, Workshop
COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	2	2
CO2	3	2	2	2	3	3	2
CO3	3	3	2	3	3	2	1
CO4	3	3	1	2	2	1	1
CO5	2	3	2	2	3	2	3

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	3	2	2	3	2	2

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

SUGGESTED READINGS

Aggrawal, J.C.(1996). *The progress of education in free India.* New Delhi: AryaBook Depot.
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Hopkins, D. & Reid, M. (1993). *Professional development of teacher*. London: Kogan Page.
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Nehru, S. & Suryanarayana, N.V.S. (2012). *Teacher education*.New Delhi: APH Publishing
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Raggett,M. & Clarkson, M.(2012). *Changing pattern of teacher education*.NewDelhi: Routledge.
Sahoo,P.K., Yadav,D. and Das, B.C.(2010). *Professionalism in teachereducation:Contemporary Perspectives*. New Delhi: Uppal.
Singh, U.K. & Sudarshan, K.N.(1996). *Teacher education*. New Delhi:Discovery Publication House Pvt. Ltd.
Srivastava, R.C.(1997). *Teacher education in India: Issues and perspective.* NewDelhi: Regency Publication.

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EDN-403

GUIDANCE AND COUNSELING IN EDUCATION

Course Outcomes

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

CO1   Summarize the concept, need, principles and bases of guidance.

CO2   Apply various tools and techniques of guidance in appropriate contexts.

CO3   Identify the role of school in organizing different guidance programmes.

CO4   Illustrate the concept, scope and type of counseling.

CO5   Extract the process, tools and techniques of counseling.

CO6   Design different types of guidance services.

Unit-I Introduction to Guidance and Counseling   No. of classes- 08

- 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   No. of classes- 10

- Test and their significance in guidance programmes- various types of standardize test
- Non-Testing devices and their significance in guidance programmes with special reference to Questionnaire, Interview schedules, Socio- matric approach and Cumulative Record Cards

Unit-III Approaches and Theories of Counselling   No. of classes- 12

- Cognitive- Behavioral (Albert Ellis – REBT)

- Humanistic

- Person- centered Counselling (Carl Rogers)

- Theories of Counselling (Behavioristic, Rational, Emotive and Reality)

Unit-IV Organization of Guidance Services   **No. of classes- 10**

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

MODE OF TRANSACTION

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

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	3	1	1	2	-
CO2	2	2	3	3	3	2	2
CO3	3	2	1	2	2	1	1
CO4	3	3	3	1	1	2	-
CO5	2	2	3	3	3	2	2
CO6	3	2	1	2	2	1	1

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	2	3	2	2	2	2

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

SUGGESTED READINGS

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

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

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Pietrofesa, J.J., Bernstein, B., & Stanford,S.(1980). *Guidance: An introduction.* Chicago: Rand McNally.

Rao, S.N. (1981). *Counseling psychology.* New Delhi: Tata McGraw Hill.
Saraswat, R.K. & Gaur, J.S.(1994). *Manual for guidance counselors.* New Delhi: NCERT.

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EDN-404

INCLUSIVE EDUCATION

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Course Outcomes

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

CO1   Describe historical background of inclusive education.

CO2   Summarize concept, nature, and scope of inclusive education.

CO3   Categorize types of inclusive education.

CO4   Illustrate the types, characteristics of physicallyand sensory handicapped.

CO5   Identify characteristics, etiology and prevention of physicallyand sensory handicapped.

CO6   Categorize and summarize the types, characteristics, etiology and preventionof mentallyhandicapped.

Unit-I Introduction to Inclusive Education   **No. of classes- 14**
- Concept of Impairment, Disability and Handicap and Inclusive Education
- Legal Provisions for their Education
- Persons with Disabilities Act 1995
- National Policy of Disabilities 2006
- National Curriculum Framework 2005
- RPWD Act 2016
- UNCRPD (United Nations Convention on the Rights of Persons with Disabilities)

Unit-II Support Needs of Students with Disabilities   **No. of classes- 08**
- Types and degree of impairment, Characteristics, Etiology and prevention,educational programs of OH, HI, VI, MR, LD.

- Support needs of orthopedically handicapped, Hearing Impaired, Visually Impaired, Mentally Retarded and Learning-Disabled Students -Types of handicapped,Characteristics, Educational programs.

Unit-III Planning and Management of Inclusive Classrooms   No. of classes- 10
- Infrastructure: Removing Architectural Barriers
- Human Resource and Instructional Practices
- Curriculum and Curricular Adaptations for Diverse Learners
- Assistive and Adaptive Technology for Diverse learners
- Product (Aids and Appliances) and Process
- Individualized Education Plan
- Remedial Teaching)
- Parent Professional Partnership

Unit-IV Research Trends of Inclusive Education in India   No. of classes- 08
- Barriers and Facilitators of Inclusive Education
- Attitude, Social and Educational
- Current Status and Ethical Issues of inclusive education in India
- Research Trends of Inclusive Education in India

MODE OF TRANSACTION

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

COURSE ARTICULATION MATRIX

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	1	1	1	1	1
CO2	3	2	2	-	-	-	-
CO3	3	3	2	-	-	-	-
CO4	3	3	2	1	1	-	-
CO5	3	2	1	1	1	1	1
CO6	3	3	2	-	-	-	-

Course Wise PO CO Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course	3	3	2	1	1	1	1

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

SUGGESTED READINGS

Bateman,D.F & Cline, J.L.(2016). *A teacher's guide to special education.* United State: ASCD.

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Hallahan,D.P., Kaceffan,J.M., & Pullen,P.C.(2011). *Exceptional learnears: An introduction to special education.* New Delhi: Pearson Education.

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EDN-405

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 bejointly made by both external examiner and the internal examiner.

The mark shall be distributed as follows

Dissertation: 50 Marks

Viva- Voce: 50 marks

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