

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

**UNDER  
CHOICE BASED CREDIT SYSTEM**

## Programme Outcomes (POs)

### Programme Outcomes of B.A. (Education) programme of Gangadhar Meher University are as follows

- **PO-1: *Disciplinary Knowledge*:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines
- **PO-2: *Critical thinking*:** Able to apply thoughts to analyze and evaluate evidence, arguments, theory, models, claims. Identify, relevant assumptions or implications; formulate coherent arguments; Critically evaluate policies and practices following scientific approach.
- **PO-3: *Problem solving*:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.
- **PO-4: *Research-related skills*:** A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation
- **PO-5: *Cooperation/Team work*:** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team
- **PO-6: *Communication Skills*:** Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- **PO-7: *Leadership readiness/qualities*:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.
- **PO-8: *Multicultural competence*:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

## Programme Specific Outcomes (PSOs)

### Programme Outcomes of B.A. (Education) programme of Gangadhar Meher University are as follows:

- **PSO-1: *Disciplinary Knowledge in the field of Education:*** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines
- **PSO-2: *Critical thinking in the field of Education:*** Able to apply thoughts to analyze and evaluate evidence, arguments, theory, models, claims. Identify, relevant assumptions or implications; formulate coherent arguments; Critically evaluate Policies and practices following scientific approach.
- **PSO-3: *Problem solving in the field of Education:*** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.
- **PSO-4: *Research-related skill in the field of Education s:*** A sense of inquiry and capability for asking relevant/ appropriate questions, problematising, synthesising and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation
- **PSO-5: *Cooperation/Team work in the field of Education:*** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team
- **PSO-6: *Communication Skills of learner with community members and stakeholder:*** Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- **PSO-7: *Leadership readiness/qualities of learner for society:*** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.
- **PSO-8: *Multicultural competence in the field of Education:*** Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

**HONOURS PAPERS:**

Core course – 14 papers

Discipline Specific Elective – 4 papers

Generic Elective for Non-Education students – 4 papers. -

Marks per paper – Mid-term: 15 marks, End term: 60 marks, Practical : 25 marks

Total – 100 marks

Credit per paper – 6

**POs and PSOs Matching Matrix**

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

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**Course structure of UG Education Honours**


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Semester	Course	Course Name	Credits	Total marks
<b>I</b>	AEC-I	AEC-I	04	100
	C-I	Educational Philosophy	04	75
	C-I Practical		02	25
	C-II	Educational Psychology	04	75
	C-II Practical		02	25
	GE-I	GE-I	04	75
	GE-I Practical		02	25
			<b>20</b>	
	AEC-II	AEC-II	04	100
	C-III	Educational Sociology	04	75
<b>II</b>	C-III Practical		02	25
	C-IV	Changing Pedagogical Perspective	04	75
	C-IV Practical		02	25
	GE-II	GE-II	04	75
	GE-II Practical		02	25
			<b>20</b>	
	C-V	Educational Assessment and Evaluation	04	75
	C-V Practical		02	25
	C-VI	Educational Research	04	75
	C-VI Practical		02	25
<b>III</b>	C-VII	Statistics in Education	04	75
	C-VII Practical		02	25
	GE-III	GE-III	04	75
	GE-III Practical		02	25
	SEC-I	SEC-I	04	100

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

			<b>26</b>	
<b>IV</b>	C-VIII	History of Education in India	04	75
	C-VIII Practical		02	25
	C-IX	Curriculum Development	04	75
	C-IX Practical		02	25
	C-X	Guidance and Counseling	04	75
	C-X Practical		02	25
	GE-IV	GE-IV	04	75
	GE-IV Practical		02	25
	SEC-II	SEC-II	04	100
			<b>26</b>	
Semester	Course	Course Name	Credits	Total marks
<b>V</b>	C-XI	Development of Education in Odisha	04	75
	C-XI Practical		02	25
	C-XII	Information And Communication Technology in Education	04	75
	C-XII Practical		02	25
	DSE-I	A. Pedagogy of language (English) B. Pedagogy of language (Odia)	04	75
	DSE-I Practical		02	25
	DSE-II	A. Pedagogy of Social Sciences B. Pedagogy of Mathematics	04	75
	DSE-II Practical		02	25
			<b>24</b>	
<b>VI</b>	C-XIII	Contemporary Trends and Issues in Indian Education	04	75
	C-XIII Practical		02	25
	C-XIV	Educational Management and Leadership	04	75
	C-XIV Practical		02	25
	DSE-III	A. Policy and Practices in School Education in India	04	75

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	DSE-III Practical	B. Policy and Practices in Higher Education in India	02	25
	DSE-IV	Inclusive Education (Theory)	04	75
	DSE-IV Practical		02	25
	<b>OR</b>			
	DSE-IV	Dissertation	06	100*
			<b>24</b>	

## **EDUCATION**

### **Core Paper I**

#### **EDUCATIONAL PHILOSOPHY**

##### **Course Outcomes:**

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

**CO1** State and analyze the meaning of education and form own concept on education

**CO2** Explain philosophy as the foundation of education

**CO3** Analyze aims of education

**CO4** Describe the essence of different formal philosophies and draw educational implications

**CO5** Compare and contrast Indian and western philosophies of education

##### **UNIT 1: Education in Philosophical Perspective**

- (i) Etymological meaning of education
- (ii) Narrower and broader meaning of education, Lifelong Education
- (iii) Aims of Education- Individual and Social Aims of Education
- (iv) Meaning and nature of philosophy
- (v) Branches of Philosophy- Metaphysics, Epistemology and Axiology, and its educational implications
- (vi) Functions of Philosophy in relation to education

##### **UNIT 2: Formal Schools of Philosophy and their Educational Implications**

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

##### **UNIT 3: Indian Schools of Philosophy and their Educational Implications**

- (i) Common Characteristics of Indian Philosophy
- (ii) Sankhya, Vedanta, , Buddhism, Jainism with reference to:  
Philosophical tenets, Aims of education, Curriculum, Methods of Teaching, Role of Teacher

##### **UNIT 4: Educational Thought of Western and Indian Thinkers**

- (i) Plato
- (ii) Dewey
- (iii) Gopabandhu Das
- (iv) Gandhi
- (v) Tagore
- (vi) Aurobindo

##### **PRACTICAL**

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



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

### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	-	-	-	-	2	2
CO2	3	2	2	-	--	-	1	1
CO3	3	3	3	1	1	-	2	1
CO4	2	3	1	-	--	1	-	1
CO5	3	3	2	-	2	2	-	1

#### **Course wise PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	3	2	1	1	1	2	1

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

### **Suggested Readings**

- Safaya, R.N. & Shaida, B.D. (2010). *Modern Theory and Principles of Education*. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd. Nayak, B.K. (2018).
- Ravi, Samuel.S. (2015). *A Comprehensive Study of Education*. Delhi: PHI Learning Pvt. Ltd.
- Taneja, V.R. (2000). *Educational thought and practice*. New Delhi: Sterling Publishers Pvt. Limited.

### **Reference Books**

- Aggrawal, J.C. (2013). *Theory and principle of education*. New Delhi: Vikash Publishing House Pvt Ltd.
- Anand, C.L. *et.al.* (1983). *Teacher and education in emerging in Indian society*, New Delhi: NCERT.
- Brubacher, John.S.(1969). *Modern philosophies of education*. New York: McGraw Hill Co.
- Clarke, P. (2001). *Teaching and learning: The Culture of pedagogy*. New Delhi: Sage Publication.
- Dash, B.N. (2011) *Foundation of education*, New Delhi; Kalyani Publishers.
- Dewey, John (1916/1977). *Democracy and education*. New York: MacMillan.
- Dewey, John (1956). *The Child and the curriculum, school and society*. Chicago, Illinois: University of Chicago Press.
- Dewey, John (1997). *Experience and education*. New York: Touchstone.
- Ganesh, Kamala & Thakkar, Usha (Ed.) (2005). *Culture and making of identity in India*. New Delhi: Sage Publications.
- Govt. of India (1986/'92). *National PSOlcy on education*. New Delhi: MHRD.
- Krishnamurthy, J. (1953). *Education and significance of life*. New Delhi: B.I. Publications
- Kumar Krishna (1996). *Learning from conflict*. New Delhi: Orient Longman.
- Ministry of Education (1966). *Education and national development*. New Delhi: Ministry of Education, Government of India.

- Ornstein, Allan C. & Levine, Daniel U. (1989). Foundations of education (4th Edn.). Boston: Houghton Mifflin Co.
- Pathak, R. P. (2012). Philosophical and sociological principles of education. Delhi: Pearson. Pathak, Avijit (2002). Social implications of schooling. New Delhi: Rainbow Publishers.
- Peters, R.S. (1967). The Concept of education. London: Routledge Kegan & Paul. Radhakrishnan, S. Indian philosophy Vol. I and Vol. II
- Ross, James S. (1981). Ground work of educational theory. Delhi: Oxford University Press
- Rusk, Robert R., Philosophical bases of education, London: Oxford University Press.
- Salamatullah, (1979). Education in social context. New Delhi: NCERT.
- Srinivas, M.N., (1986). Social changes in modern India. Bombay: Allied Publishers.
- Wingo, G. Max (1975). Philosophies of education. New Delhi: Sterling Publisher Pvt. Limited.

## **Core Paper II**

### **EDUCATIONAL PSYCHOLOGY**

#### **Course Outcomes:**

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

- CO1. Explain the concept of educational psychology and its relationship with psychology.
- CO2. Understand different methods of educational psychology.
- CO3. Describe the theoretical perspectives of educational psychology.
- CO. 4. Explain the concepts of growth and development of child and adolescence, and underlined general principles of growth and development.
- CO.5. Describe briefly the periods and the typical characteristics of growth and development during childhood and adolescence.
- CO6. Specify the contexts and factors influencing development.
- CO7. Explain the theory of cognitive development and its educational implications.
- CO8. State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.
- CO9. Identify the learning needs during the different stages of development and adopt appropriate strategies in and out of school to meet the learning needs.

#### **UNIT 1: Educational Psychology in Developmental Perspective**

- (i) Meaning, nature, scope and relevance of educational psychology
- (ii) Methods of educational psychology- observation, experimentation, and case study
- (iii) Application of educational psychology in understanding learner
- (iv) Growth and Development-Concept, difference between growth and development, and principles of growth and development
- (v) Characteristics of development during adolescence in different areas: Physical, social, emotional and intellectual (with reference to Piaget)

#### **UNIT 2: Intelligence, Creativity and Individual difference**

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

- (ii) Intelligence- meaning and nature of intelligence, concept of I.Q, theories of intelligence- Two factor theories, Guildford's structure of intelligence (SI) model, Gardner's multiple theory of intelligence.
- (iii) Measurement of intelligence- individual and group test, verbal, non-verbal test
- (iv) Creativity- meaning, nature and stages of creative thinking, strategies for fostering creativity

### **UNIT 3: Learning and Motivation**

- (i) Learning- meaning, nature and factors of learning
- (ii) Theories of learning with experiment and educational implications-
- (iii) Classical conditioning, operant conditioning, insightful learning and constructivist approach to learning
- (iv) Motivation – concepts, types, and techniques of motivation

### **UNIT 4: Personality and Mental health**

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

### **PRACTICAL**

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

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

### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	-	2	-	-	1	-	1
CO2	3	2	2	1	-	-	2	1
CO3	2	1	-	-	1	2	1	1
CO4	2	3	3	2	1	1	-	-
CO5	2	2	1	-	-	2	-	1
CO6	2	2	2	3	1	1	2	1
CO7	1	2	1	1	2	2	1	1
CO8	1	1	1	1	2	2	2	1
CO9	3	2	2	3	1	1	-	-

Course wise PSOs and CO Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	2	2	2	1	1	2	2	1

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

**Suggested Readings**

- Woolfolk, A. (2015). *Educational psychology (9<sup>th</sup> Ed.)*. New Delhi: Pearson Publication
- Chauhan, S.S. (2010). *Advanced educational psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Mangal, S.K. (2002). *Advanced educational psychology*. New Delhi: Prentice Hall of India.

**Reference Books**

- Arnett, J. (2007). *Adolescence and emerging adulthood: A cultural approach*. (3rd Edn.). Upper Saddle River, N.J.: Pearson.
- Berk, Laura E. (2011). *Child development (9th Edn.)*. New Delhi: Prentice Hall of India.
- Flavell, J.H. (1963). *The developmental psychology of Jean Piaget*. New York: Van Nostrand
- Hurlock, E. B. (1980). *Developmental psychology: All span approach*. New York: McGraw Hill Book.
- Hurlock, E.B. (1980). *Child development (6th Edn.)*. Tokyo: McGraw-Hill, Kogakusha Ltd.
- Hurlock, E.B. (2007). *Child growth and development*. New York: McGraw Hill.
- Kail, Robert V (2011). *Children and their development (6th Edition)*. Englewood Cliffs, N.J: Prentice Hall.
- Stephens, J. M.; Evans, E. D.(1973). *Development and classroom learning: An introduction to educational psychology*. New York: Holt, Rinehart and Winston

**Core Paper III**

**EDUCATIONAL SOCIOLOGY**

**Course Outcomes:**

On completion of this course, the students shall:

- CO1. State the relationship between education and society.
- CO2. Understand the meaning of Educational Sociology and function of education as a social system.
- CO3. State different agencies of education and their functions.
- CO4. Justify the importance of education for social change.
- CO5. Describe the role of education in modernization and globalization.
- CO6. Describe the function of education to ensure equality and equity.

### **UNIT 1: Education and Society**

- (i) Relationship between education and society, school as a miniature society
- (ii) Educational Sociology- Concept, nature, scope and importance;
- (iii) Relationship between education and sociology.
- (iv) Education as a process of Socialization.
- (v) Education and Politics, Education and Economic Development

### **UNIT 2: Agencies of Education**

- (i) Family- Importance, functions and role for education and socialization of the children
- (ii) School - Importance, functions and role for education and socialization of the children
- (iii) Society- Importance, functions and role for education and socialization of the children
- (iv) Mass Media- Importance, functions and role for education and socialization of the children

### **UNIT 3: Education, Social change and Modernization**

- (i) Concept of social change and factors affecting Social Change
- (ii) Education as an instrument of social change and social control
- (iii) Concept and Attributes of modernization
- (iv) Education for accelerating the process of modernization
- (v) Impact of Globalization on Education

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

- (i) Concept of equality, equity and inclusion: its educational implication
- (ii) Ensuring equality in the Education of SC and ST
- (iii) Education for Women Empowerment
- (iv) Inclusive Education with reference to children with special needs(CWSN)

### **PRACTICAL**

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

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

### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	1	1	2	-	-
CO2	3	2	1	-	-	2	1	1
CO3	2	1	2	-	1	1	1	2
CO4	2	1	1	1	2	2	2	1
CO5	3	3	2	-	1	1	2	2
CO6	3	3	2	3	2	2	1	1

Course wise PSOs and CO Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	3	2	2	2	2	2	2

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

### **Suggested Readings**

- Mathur, S. S. (2000). *A sociological approach to Indian education*. Agra : Vinod Pustak Mandir.
- Pathak, R. P. (2012). *Philosophical and sociological principles of education*. Delhi: Pearson.
- Bahttacharya, S. (2006). *Sociological Foundation of Education*. New Delhi: Atlantic

### **Reference Books**

- Ravi, Samuel.S.(2015). *A Comprehensive Study of Education*. Delhi: PHI Learning Pvt. Ltd.
- Safaya, R.N. & Shaida, B.D. (2010), *Modern theory and principles of education*. New Delhi: Dhanpati Publising Company Pvt. Ltd.
- Aggrawal, J.C.(2013). *Theory and principle of education*. New Delhi: Vikash Publishing House Pvt Ltd.
- Anand, C.L. et.al. (1983). *Teacher and education in emerging in Indian society*, New Delhi: NCERT. Brubacher, John.S.(1969). *Modern philosophies of education*. New York: McGraw Hill Co.
- Clarke, P. (2001). *Teaching and learning: The Culture of pedagogy*. New Delhi: Sage Publication.
- Dewey, John (1916/1977). *Democracy and education*. New York: MacMillan.
- Dewey, John (1956). *The Child and the curriculum, school and society*. Chicago, Illinois: University of Chicago Press.
- Dewey, John (1997). *Experience and education*. New York: Touchstone.
- Ganesh, Kamala & Thakkar, Usha (Ed.) (2005). *Culture and making of identity in India*. New Delhi: Sage Publications.
- Govt. of India (1986/'92). *National Policy on education*. New Delhi: MHRD.
- Ministry of Education (1966). *Education and national development*. New Delhi: Ministry of Education, Government of India.
- Ornstein, Allan C. & Levine, Daniel U. (1989). *Foundations of education* (4th Edn.). Boston: Houghton Mifflin Co.
- Pathak, Avijit (2002). *Social implications of schooling*. New Delhi: Rainbow Publishers.
- Salamatullah, (1979). *Education in social context*. New Delhi: NCERT.
- Saraswati, T.S. (Ed.) (1999). *Culture, socialization and human development. Theory, research and applications in India*. New Delhi: Sage Publication.

- Taneja, V.R. (2000). Educational thought and practice, New Delhi: Sterling Publishers Pvt. Limited.

**Core Paper IV**  
**CHANGING PEDAGOGICAL PERSPECTIVE**

**Course Outcomes:**

On completion of this course, the students shall:

- CO1. Explain the concept of pedagogy
- CO2. Differentiate pedagogy from other allied concepts
- CO3. Explain different teaching task with example
- CO4. Establish relationship between teaching and learning
- CO5. List out different approaches and methods of teaching
- CO6. Prepare a lesson plan following different designs

**UNIT 1: Concept of Teaching and Learning**

- (i) Meaning and definition of teaching and learning
- (ii) Relationship between teaching and learning
- (iii) Variables involved in teaching task: independent, dependent and intervening
- (iv) Phases of teaching: Pre- active, inter- active and Post- active
- (v) Levels of teaching: memory, understanding and reflective
- (vi) Lesson plan design- The Herbartian steps, 5 E and ICON design model

**UNIT 2: Theories of Teaching**

- (i) Meaning and nature of teaching theory
- (ii) Types of teaching theories:
- (iii) Formal theories of teaching- communication theory of teaching
- (iv) Descriptive theories of teaching– Gagne’s hierarchical theory of instruction and Bruner’s cognitive theory of instruction
- (v) Normative theories of teaching - Mitra’s psychological theory of teaching and Clarke’s general theory of teaching

**UNIT 3: Principles and maxims of teaching**

- (i) General principles of teaching
- (ii) Psychological principles of teaching
- (iii) Maxims of teaching
- (iv) Core teaching skills: Introducing the lesson, explaining, illustrating with examples, stimulus variation, and reinforcement, questioning, probing questions, closure.

#### **UNIT 4: Approaches and methods of Teaching**

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

#### **PRACTICAL**

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

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

#### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	1	1	2	1	1	1
CO2	3	3	2	2	1	2	2	1
CO3	2	2	-	-	1	1	-	-
CO4	3	2	1	2	1	1	-	-
CO5	3	3	2	1	-	-	-	-
CO6	2	3	3	3	2	3	1	2

#### **Course wise PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	3	2	2	1	2	1	1

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

#### **Suggested Readings**

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

#### **Reference Books**

- Aggarwal, J.C.(1995). *Essentials of Educational Technology*. Vikash Publishing House, New Delhi
- Walia, J.S. (2013). *Educational Technology*. Jalandhar, Punjab: Ahim Publications.
- Mangal, S.K. and Mangal, U.(2010) *Essentials of Educational Technology*, New



Delhi, PHI Learning Pvt. Limited

- Mangal, S.K.(1988) *Foundations of Educational Technology*, Ludhiana, Tandan Publications
- Nageswar Rao, S., Sreedhar, P. & Rao, B.(2007). *Methods and techniques of teaching*, Sonali Publications, New Delhi
- Oliver,R.A. (1963) *Effective teaching*, JM Dent & Sons
- Pathak, R.P. & Chaudhary, J. (2012) *Educational Technology*, Pearson, New Delhi
- Ryburn, W.M.(1955) *Principles of Teaching*, Geoffrey Cembidge, OUP
- Sampath,K, Pannir Salvam,A.,& Santhanam, S.(1981) *Introduction to Educational Technology*, Sterling Publisher, New Delhi

### **Core Paper V**

## **EDUCATIONAL ASSESSMENT AND EVALUATION**

### **Course Outcomes:**

On completion of this course, the students will.

- CO1. State the nature, purpose and types of educational assessment and evaluation.
- CO2. Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation.
- CO3. Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching.
- CO4. Describe the characteristic of a good test.
- CO5. Analyze the trends and issues in learning and learner assessment.
- CO6. Analyze and interpret results of the assessment using standard score.
- CO7. Illustrate the principles of test construction in education.

### **UNIT 1: Assessment and Evaluation in Education**

- (i) Understanding the meaning and purpose of test, measurement, assessment and evaluation
- (ii) Scales of measurement- nominal, ordinal, interval and ratio
- (iii) Types of test- teacher made and standardized
- (iv) Approaches to evaluation- placement, formative, diagnostic and summative
- (v) Types of evaluation- norm referenced and criterion referenced
- (vi) Concept and nature of continuous and compressive evaluation

### **UNIT 2: Instructional Course Outcomes**

- (i) Taxonomy of instructional Course Outcomes with special reference to cognitive domain
- (ii) Criteria of selecting appropriate Course Outcomes, and stating of general and specific instructional Course Outcomes
- (iii) Relationship of evaluation procedure with Course Outcomes
- (iv) Difference between objective based objective type test and objective based essay type test

### **UNIT 3: Tools and Techniques of Assessment and construction of Test**

- (i) Steps of test construction: planning, preparing, trying out and evaluation
- (ii) Principles of construction of objective type test items- matching, multiple choice, completion and true – false
- (iii) Principles of construction of essay type test
- (iv) Non- standardized tools: Observation schedule, interview schedule, rating scale, check list, Portfolio and rubrics .

#### **UNIT 4: Characteristics of a good Test**

- (i) Validity-concept, types and methods of validation
- (ii) Reliability- concept and methods of estimating reliability
- (iii) Objectivity- concept and methods of estimating objectivity
- (iv) Usability- concept and factors ensuring usability

#### **PRACTICAL**

- Construction of Unit test on a school subject based on blueprint and reporting.

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

#### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	1	-	-	-	-	1
CO2	3	3	3	3	2	2	1	1
CO3	2	2	3	2	3	1	1	-
CO4	1	2	3	3	2	1	-	-
CO5	2	2	2	3	1	1	-	-
CO6	3	3	3	2	2	1	-	1
CO7	3	3	3	3	2	2	1	-

#### **Course wise PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	2	3	3	2	1	1	1

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

#### **Suggested Readings**

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

#### **Reference Books**

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

- Anderson, L.W. (2003). Classroom assessment: Enhancing the quality of teacher decision making.
- Banks, S.R. (2005). *Classroom assessment: issues and PRACTICES*. Boston: Allyn& Bacon.
- Blooms, B.S.(1956). *Taxonomy of educational Course Outcomes*. New York: Longman Green and Company
- Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996). *Psychological testing and assessment. an introduction to the tests and measurement*. California: Mayfield Publishing Co.
- Earl, L.M. (2006). *Assessment as learning: using classroom assessment to maximize student learning*. Thousand Oaks, California: Corwin Press
- Hopkins, KD. (1998). *Educational and psychological measurement and evaluation*. Boston: Allyn and Bacon.
- Linn, R.L. & Gronlund, N.E. (2000). *Measurement and assessment in teaching*. London: Merrill Prentice Hall.
- Macmillan, J.H. (1997). *Classroom assessment, principles and practice for effective instruction*. Boston: Allyn and Bacon
- Mohan, R. (2016). *Measurement evaluation and assessment in education*. Delhi: PHI Learning Pvt. Ltd.
- National Council of Educational Research and Training (2006). *PSO sition paper: Examination Reforms*. New Delhi: NCERT
- Noll, N.H. S cannell, D.P. & Craig, RC. (1979). *Introduction to educational measurement*. Boston: Houghton Mifflin.

**Core Paper VI**  
**EDUCATIONAL RESEARCH**

**Course Outcomes:**

On completion of this course, the student will:

- CO1. Describe nature, scope and limitation of educational research.
- CO2. Understand different types and methods of educational research.
- CO3. Explain sources from where knowledge could be obtained.
- CO4. Describe the process of research in education.
- CO5. Analyze research design in education.
- CO6. Illustrate procedure of collecting and analyzing data.
- CO7. Prepare the research report.

**UNIT 1: Concept and Types of Educational Research**

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

**UNIT 2: Design of Research and preparation of research proposal**

- (i) Steps of Research
- (ii) Review of Related Literature; and identification of problem
- (iii) Hypotheses: Meaning, Types, Sources and Characteristics of hypotheses
- (iv) Concept of Population and sample
- (v) Sampling procedures- Probability and Non-Probability
- (vi) Tools and techniques for data collection (i.e. questionnaire, interview, observation and Procedure of data collection , Preparation of research proposal

**UNIT 3: Methods of Research**

Meaning nature and steps of:

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

**UNIT 4: Writing Research Report**

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

## **PRACTICAL**

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

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

## **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	3	2	2	1	
CO2	3	2	2	3	3	1	1	1
CO3	3	3	2	1	2	-	-	1
CO4	3	3	3	3	2	2	1	1
CO5	2	3	3	3	2	2	1	1
CO6	3	3	3	3	3	2	2	2
CO7	3	3	3	3	3	3	3	2

### **Course wise PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	3	3	3	3	2	1	1

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

## **Suggested Readings**

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

## **Reference Books**

- Nanda, G.C. & Khato, P.K. (2012). *Fundamentals of Educational Research and Statistics*. New Delhi: Ludhiana.
- Gay, L.R. (1990). *Educational research-competencies for analysis and application* (3<sup>rd</sup> Ed.), Macmillan Publishing Company, New York Ary, D., Jacobs, L. C., & Razavieh, A. (2002). *Introduction to research in education* (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Bhandarkar, P.L. and Wilkinson, T.S. (2010). *Methodology and techniques of social research*. Himalaya Publishing House, New Delhi.
- Creswell, J.W. (2014). *Educational research-planning, conducting and evaluating quantitative and qualitative research* (4<sup>th</sup> Ed.). New Jersey, USA: Pearson Education Inc. (Indian Reprint available at PHI Learning Pvt.Ptd.)
- Kerlinger, F.N. (1973). *Foundation of behavioral research*. New York: Holt Rinehart & Winston.
- Rao, U. (2007). *Action research*. Himalaya Publishing House, New Delhi.
- Borg, W.R. & Gall, M.D. (1989). *Educational research: An introduction*. New York: Longman.
- Corey, S. M. (1953), *Action research to improve school practice*, New York: Teachers College Press
- Johnson, B. & Christensen, L. (2008). *Educational research: quantitative, qualitative,*

*and mixed approaches.* London: Sage Publication

- McMillan, J.H. & Schumacher, S. (1989). *Research in Education- a Conceptual Introduction.* New York: Harper Collins.
- Mertler, C.A. (2006). *Action research: teachers as researchers in the classroom.* London: Sage Publication

## **Core Paper VII**

### **STATISTICS IN EDUCATION**

#### **Course Outcomes:**

On completion of this course, the students will:

- CO1. Describe the importance of statistics in education.
- CO2. Organize and represent educational data in tabular and graphical form.
- CO3. Compute and use various statistical measures of average, variation and bi-variate distribution to in analysis and interpretation of educational data.
- CO4. Describe the concept and importance of normal probability curve and interpret test scores in using normal probability curve.
- CO5. Understand the divergence of data from normality.

#### **UNIT 1: Educational Statistics**

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

#### **UNIT 2: Measures of Central Tendency and Variability**

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

#### **UNIT 3: Co-relational Statistics**

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

#### **UNIT 4: Normal Probability Curve and Divergence from Normality**

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

### **PRACTICAL**

- Analysis of Achievement Data of a particular class and Reporting

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

### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	2	1	1	-	-
CO2	3	3	3	3	2	2	1	1
CO3	3	3	3	3	2	2	1	1
CO4	2	2	3	3	1	1	-	-
CO5	3	2	2	3	1	1	1	1

#### Course wise PSOs and CO Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	3	3	3	2	2	1	1

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

### **Suggested Readings**

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

### **Reference Books**

- Ferguson, G.A.(1971). *Statistical analysis in psychology and education*. Kogakusha, Tokyo: McGraw-Hill
- Guilford, J.P. & Fruchter, B. (1981). *Fundamental statistics in psychology and education*. New York: McGraw Hill
- McCall, R. (1993). *Fundamental statistics for the behavioral Science*. New York: Harcourt Brace
- Ravid, Ruth. (2000). *Practical statistics for education*. New York: University Press of America.
- Seigel, S. & Castel Ian N.J. (1988). *Non-parametric statistics for the Behavioral Science*. Singapore: Graw- Hill Book Co.

**Core Paper VIII**  
**HISTORY OF EDUCATION IN INDIA**

**Course Outcomes:**

On completion of this course, the student will

- CO1. Understand the development of education in India during ancient period, medieval period and pre-independence period.
- CO2. Describe the development of education in India during Post-independence period.
- CO3. Describe major recommendations of different Policies and committee reports on education in India.

**UNIT 1: Education during Ancient Period**

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

**UNIT 2: Education during Medieval Period**

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

**UNIT 3: Education during pre-independence period**

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

**UNIT 4: Education during Post-independence period**

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

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

**PRACTICAL**



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

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

### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	1	1	1	-	-
CO2	3	2	2	3	2	1	1	-
CO3	3	1	1	3	2	1	1	1

#### **Course wise PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	2	2	3	2	1	1	1

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

### **Suggested Readings**

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

### **Reference Books**

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

**Core Paper IX**  
**CURRICULUM DEVELOPMENT**

**Course Outcomes:**

On completion of this course, the students will

- CO1. Differentiate curriculum from courses of study, text book.
- CO.2. Analyze bases and sources of curriculum.
- CO.3. Describe different types of curriculum.
- CO4. Critically examine National curriculum framework- 2000 and 2005.
- CO5. Describe process of curriculum development and differentiate different models of curriculum development.
- CO6. Evaluate curriculum using different evaluation models.

**UNIT 1: Curriculum**

- (i) Concept of syllabus, courses of study, text book and curriculum
- (ii) Bases of curriculum- philosophical, sociological and psychological
- (iii) Components of Learning of curriculum: Course Outcomes, Contents, Methods and Evaluation
- (iv) Concept of Curriculum design

**UNIT 2: Types of Curriculum**

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

**UNIT 3: Curriculum Organization**

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

**UNIT 4: Curriculum Development and Evaluation**

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

**PRACTICAL**

- Content Analysis of any text book of elementary level

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

### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	1	1	1	-	-
CO2	3	3	2	1	1	-	-	-
CO3	3	3	1	1	-	-	-	-
CO4	3	3	2	3	2	1	-	-
CO5	3	2	1	1	1	-	-	2
CO6	3	3	2	1	1	2	-	2

#### Course wise PSOs and CO Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	3	2	1	1	2	-	2

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

### **Suggested Readings**

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

### **Reference Books**

- Beane, J.A. ,Conrad, E.P. Jr. and Samuel JA, Jr. (1986). *Curriculum planning and development*, Boston: Allyn & Bacon.
- Brady, L. (1995). *Curriculum development*, New Delhi: Prentice Hall.
- Doll, R.C. (1996). *Curriculum development: decision-making and process*, Boston: Allyn & Bacon.
- Krug, E.A.(1956). *Curriculum planning*. New York: Harper and Row Publishers.
- Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman.
- Pratt, D.(1980). *Curriculum design and development*. New York: Macmillan Publishing Co. Inc.
- Phopham, W.J. (1993). *Modern educational measurement*. Englewood Cliffs, N.J.: Prentice Hall.
- Saylor, J.G., Alexander, W.M. and 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.
- Tyler, R.W.(1941). *Basic principles of curriculum and instruction* .Chicago: University of Chicogo Press.

**Core Paper X**  
**GUIDANCE AND COUNSELLING**

**Course Outcomes:**

On completion of this course, the students will

- CO1. State the concept, need, principles and bases of guidance.
- CO2. Use various tools and techniques of guidance in appropriate contexts.
- CO3. Explain the role of school in organizing different guidance programmes.
- CO4. State the concept, scope and type of counseling.
- CO5. Narrate the process, tools and techniques of counseling.
- CO6. Explain the qualities and role of a counselor.
- CO7. Describe different programmes for with differently abled children.
- CO8. Explain the role of teacher and head master in organizing different guidance programmes.

**UNIT 1: CONCEPT OF GUIDANCE**

- (i) Meaning, nature and scope of guidance
- (ii) Philosophical, psychological and sociological bases of guidance
- (iii) Need, importance, purpose and scope of educational guidance in schools
- (iv) Need, importance, purpose and scope of vocational guidance

**UNIT 2: EDUCATIONAL GUIDANCE**

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

**UNIT 3: CONCEPT OF COUNSELLING**

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

**UNIT 4: ORGANISATION OF GUIDANCE SERVICE**

- (i) Placement Service
- (ii) Follow-up service
- (iii) Individual inventory service

- (iv) Occupational information service
- (v) Launching school guidance programme

### **PRACTICAL**

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

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

### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	1	1	1	-	-
CO2	3	3	3	2	1	-	-	-
CO3	2	3	2	1	3	2	1	1
CO4	3	2	2	1	1	1	-	-
CO5	3	3	3	2	1	-	-	-
CO6	2	3	2	1	3	2	1	1
CO7	3	2	3	2	2	3	1	1
CO8	3	2	3	3	3	3	1	1

#### **Course wise PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	3	3	2	1	2	1	1

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

### **Suggested Readings**

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

### **Reference Books**

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

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

### **Core Paper XI**

## **DEVELOPMENT OF EDUCATION IN ODISHA**

### **Course Outcomes**

On completion of the course the students will:

- CO1. Grasp the structure of educational system of Odisha
- CO2. State the function of institutions/units at the state and district levels
- CO3. Appreciate the contribution of Utkalmani Gopabandhu Das to the thoughts and
- CO4. Practices of Indian Education narrate the Course Outcomes and implementation process of the major education
- CO4. Schemes of central as well as state government being implemented in the state of Odisha
- CO5.Explain the role of various state and district level institutions in education
- CO6.Analyze the scenario of higher and technical education of Odisha
- CO7.Establish linkage between higher education and development of the state

### **UNIT 1: Status of Elementary Education**

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

### **UNIT 2: Status of Secondary and Higher Secondary Education**

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

### **UNIT 3: Status of Higher Education**

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

### **UNIT 4: Status of Teacher Education**

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

**Practical: 25 Marks**

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

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

**COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	1	-	-	1	1	-
CO2	3	2	1	1	1	1	-	-
CO3	1	1	1	1	1	1	3	3
CO4	3	2	3	2	1	1	1	-
CO5	3	2	3	3	2	1	3	-
CO6	3	1	1	2	1	2	2	1
CO7	3	1	1	2	1	2	2	1
CO8	2	2	3	3	2	2	1	1

Course wise PSOs and CO Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	
Course	3	2	1	3	1	1	3	1

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

**Reference Books**

- Govt. of Odisha, Department of S & ME (2011). *School Education at a Glance-2011-12*, Bhubaneswar
- Samal, J.K.(1984). History of Education in Odisha: 1905-1936, Sankar Bhattacharya, Punthi Pustak, 136/4B, Bidhan Sarani, Calcutta -700004 ;p-171
- Samal, J.K.(1989). History of Modern Orissa, Firma KLM private limited, 257B,B.B.Ganguly Street, Calcutta;p-188

**Websites to be visited:**

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- [www.en.wikipedia.org/wiki/Odisha](http://www.en.wikipedia.org/wiki/Odisha): Odisha - Wikipedia, the free encyclopedia/Retrieved on dt.25.07.2012
- [www.newkerala.com/states-of-india/Odisha.php](http://www.newkerala.com/states-of-india/Odisha.php): Odisha: Info on geography, history, government, districts, business ...: Retrieved on dt.25.07.2012
- [www.Odisha.gov.in/e-magazine/OdishaReview/2011/Jan/engpdf/57-61.pdf](http://www.Odisha.gov.in/e-magazine/OdishaReview/2011/Jan/engpdf/57-61.pdf):
- Gopabandhu Das:The National Education Planner of Odisha: Retrieved on dt.25.07.2012
- [www.dheOdisha.in/](http://www.dheOdisha.in/) Higher Education Department - Online Admission - e-Admission for ...: Retrieved on dt.25.07.2012
- [www.Odisha.gov.in/highereducation/index.htm](http://www.Odisha.gov.in/highereducation/index.htm): Higher Education Department.... -

*Government of Odisha:* Retrieved on dt.25.07.2012

- [www.Odisha2020.org/home/Odisha-higher-education-task-force:Odisha](http://www.Odisha2020.org/home/Odisha-higher-education-task-force:Odisha) *Higher Education Vision 2020:* Retrieved on dt.25.07.2012
- <http://www.scertodisha.nic.in/>
- <http://www.chseodisha.nic.in/>
- <http://bseodisha.nic.in/>
- <http://mhrd.gov.in/rusa>
- <http://mhrd.gov.in/rmsa>

## **Core Paper XII**

### **INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION**

#### **Course Outcomes**

On completion of this course, the student will:

- CO1. Explain the concept, nature and scope of ICT in education
- CO2. Explore ICT resources for Teaching and learning.
- CO3. Differentiate between Web1.0 and Web2.0
- CO4. Describe the importance of free and open source software in education
- CO5. Demonstrate the use of various application software in education.
- CO6. Develop the ability to use various tools connect the world
- CO7. Explain the content by using various subject tools.
- CO8. Explore tools and techniques of ICT for evaluation.

#### **UNIT 1: Educational technology**

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

#### **UNIT 2: ICT in Education**

- (i) Conceptual Understanding: Information Technology; Communication Technology; and Information and Communication Technology (ICT)
- (ii) Relevance of ICT in Education
- (iii) Nature and Scope of ICT in Education.
- (iv) Content, Pedagogy and Technology Integration
- (v) Challenges in Integrating ICT in Education
- (vi) Use of Computers in Education- Computer Aided Learning

#### **UNIT 3: Application of software and ICT assessment Tools in Education**

- (i) Word Processing Application
- (ii) Spread sheet Application
- (iii) Presentation Application



- (iv) Free and Open Source Software (FOSS)
- (v) Subject Tools: Digital Storytelling, Concept Map Software (C-Map)
- (vi) Assessment Tools: Rubistar, Hot Potatoes, E- Portfolios

#### **UNIT 4: Connecting with the World**

- (i) Use of browsers and search engines; choosing appropriate sites; search and retrieval of information and resources; Downloading, uploading and sharing information and resources;
- (ii) Use and importance of Web 2.0 Tools: E-mail, Wikis, Social networking(WhatsApp, Twitter, Facebook and Blogging)
- (iii) Use and importance of e-library, e-books, e-journals, Infilbnet.

#### **PRACTICAL**

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

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

#### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	3	2	2	2	1
CO2	3	2	2	3	2	1	2	1
CO3	3	3	3	1	2	1	1	1
CO4	3	2	2	3	3	3	1	1
CO5	3	2	2	3	3	3	1	-
CO6	3	3	2	3	2	3	1	-
CO7	3	3	3	2	2	2	1	1
CO8	3	3	3	3	2	2	1	1

#### **Course wise PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	3	3	3	2	3	1	1

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

#### **Suggested Readings**

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

#### **Reference books**

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

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- NCERT (2006). National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology. New Delhi: Author.
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  - Singh, L. C. (Ed.) (2010). *Educational Technology for Teachers and Educators*. New Delhi: Vasunandi Publication.
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- UNESCO (2002). *Information and Communication Technologies in Teacher Education A Planning Guide*. Paris: Author
- UNESCO (2005). *How ICT can create new, open learning environments: Information and communication technologies in schools: A handbook for teachers*. Paris: UNESCO.
- Mishra, S. (2008). Developing E-Learning Materials: Some Pedagogical Concerns. *Indian Journal of Open Learning*, 17 (2).

### **Core Paper XIII**

#### **CONTEMPORARY TRENDS AND ISSUES IN INDIAN EDUCATION**

##### **Course Outcomes**

On completion of this course the students will:

- CO1. Understand the importance of pre-school and elementary school education. Analyze various problems and issues for ensuring quality education.
- CO2. State the importance of secondary education and analyze various problems and issues for ensuring quality in secondary education.
- CO3. Enumerate the importance of higher education and analyze various problems and issues for ensuring quality in higher education.
- CO4. Justify the importance of teacher education and analyze various problems and issues for ensuring quality in teacher education.
- CO5. Analyze emerging concerns in Indian education.

##### **UNIT 1: Pre-school and Elementary School Education**

- (i) Meaning, nature and importance of ECCE, problems and issues with regard to ECCE
- (ii) Universalisation of Elementary Education: efforts to achieve UEE, SSA
- (iii) Problems and issues in implementing Right to Education Act 2009.
- (iv) Problems and issues in bringing the community to school, role of SMC
- (v) Problems in ensuring equity and quality of elementary education

##### **UNIT 2: Secondary and Higher Secondary Education**

- (i) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and ensuring secondary education for all.
- (ii) Role of School Management and Development Committee (SMDC)
- (iii) Shifting the teaching learning process from teacher centered to learner centered and activity based classroom – problems and issues

- (iv) Problems and issues with regard to vocationalisation of secondary and higher secondary education
- (v) Examination reforms at the secondary level
- (vi) Widening the access to secondary education through National Open School

### **UNIT 3: Higher Education and Teacher Education**

- (i) Challenges in Higher education- expansion, quality and inclusion
- (ii) Role of RUSA and NAAC for quality assurance in Higher education
- (iii) Higher education through open and distance learning mode
- (iv) Elementary level pre-service teacher education- problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009
- (v) Secondary level pre-service teacher education- problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009

### **UNIT 4: Emerging Concerns**

- (i) Examination system: defects and reforms for making examination system flexible ( internal assessment and semester system , grading, open book examination, online examination)
- (ii) Choice Based Credits System (CBCS): Concept, Course Outcomes, importance, problems and issues.
- (iii) Human Rights Education: Concept, Course Outcomes, importance, problems and issues.
- (iv) Life-Skill Education: Concept, Course Outcomes, importance, problems and issues.
- (v) Peace Education: Concept, Course Outcomes, importance, problems and issues.

### **PRACTICAL**

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

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

### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	1	1	1	-	-	-
CO2	3	2	1	1	1	-	-	-
CO3	3	2	3	1	1	1	1	1
CO4	2	3	3	3	2	2	1	1
CO5	2	2	2	1	1	-	-	-

#### **Course wise PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	2	3	1	1	2	1	1

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

**Suggested Readings**

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

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- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanague (Eds.) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
- Bruner, J.S. (1996). *The culture of education*. Cambridge, M.A.: Harvard University Press.
- Butchvarov, P. (1970). *The concept of knowledge*. Evanston, Illinois, North Western University Press.
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- Delors, Jacques, et al; (1996). *Learning: the Treasure within report of the international commission on education for 21st century*, UNESCO.
- Illich, I. (1996). *Deschooling society*. Marion Boyers, London.
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- NCERT (2005). *National curriculum framework*, New Delhi: NCERT.
- Slattery, P. and Dana R. (2002). *Ethics and the foundations of education-Teaching Convictions in a postmodern world*. Allyn & Bacon.
- UN (2015). *The sustainable development goals (SDGs) – UNDP*. United Nations
- UNESCO (1998). *Educating for a sustainable future: A transdisciplinary vision for concerted action*. Paris: UNESCO.
- UNICEF (2000). *Defining quality in education*. New York: Programme Division (Education), Unicef.
- Wall, Edmund (2001). *Educational theory: philosophical and Political Perspectives*. Prometheus Books.

- WHO (1991). *Comprehensive school health programme*. New Delhi: World Health Organization Regional Office.
- Winch, C. (1996). *Key concepts in the philosophy of education*. Routledge.
- Yadav, M. S. & Lakshmi, T. K. S. (1995). Education: Its disciplinary identity. *Journal of Indian Education*, XXI (1), 01-21.

## **Core Paper XIV**

### **EDUCATIONAL MANAGEMENT AND LEADERSHIP**

#### **Course Outcomes**

On completion of this course, the students will

- CO1. Describe the concept, types and importance of educational management.
- CO2. Spell out the structure of educational management at different levels - from national to institution level.
- CO3. Describe different aspects and importance of educational management.
- CO4. Describe the concept, theories and style of leadership in educational management.
- CO5. Analyze the concept, principles and structures of total quality management approach in education.

#### **UNIT 1: Educational Management**

- (i) Concept of educational Management- meaning, nature, scope and principles
- (ii) Process of educational Management- planning, execution, staffing, control, supervision, monitoring, evaluation and feedback
- (iii) Types of Management:
- (iv) Centralized and decentralized
- (v) Authoritarian, democratic, dynamic/creative and laissez-faire
- (vi) Educational Management in Odisha- structure and function with reference to school and mass education, and Higher education

#### **UNIT 2: Aspects of Institutional Management**

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

#### **UNIT 3: Leadership in Education**

- (i) Leadership- meaning, nature and importance in education
- (ii) Leadership: Functions and skills
- (iii) Theories of leadership- Redden's 3-D theory, and Hersey and Blanchard's situational theory

- (iv) Styles of leadership-participating style, delegating style, selling style and telling style, Hersey and Blanchard)

#### **UNIT 4: Total Quality Management**

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

#### **PRACTICAL**

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

#### **Suggested Readings**

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

#### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	3	1	1	-	1
CO2	3	2	2	1	1	2	1	2
CO3	3	2	1	1	1	2	2	2
CO4	3	2	3	3	2	2	1	1
CO5	3	2	2	2	1	1	1	2

#### **Course wise PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	2	2	3	1	2	1	2

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

#### **Reference Books**

- Adolph and Turner Harold, E. *Supervision for change & Innovation*. Houghton Mifflin Company.
- Anderson, C.A & Bowman, M.J (1971). *Educational management*, London, U.K: Frankas
- Ashima V, Deshmukh & Naik A.P (2010). *Educational management*. Girgaon, Mumbai: Himalaya Publishing House.
- Bhatnagar, R.P & Verma, I.B (1978). *Educational administration*. Meerut, India: Loyal Book DePSOt.
- Chau, Ta-Ngoc (2003): *Demographic aspects of educational planning*. Paris: International Institute for Educational Planning.
- Hariss, B. M (1963). *Supervisory behaviour in education*. USA: Englewood Cliffs.
- Kimbrough, S.Ralph, Michall & Nunnery. *Educational administration*. New York: Mc Millan Company.

- Livack, et al (1998). *Rethinking Decentralization in developing countries*. Washington, D.C, USA: World Bank.
- Mukerji, S.N. *Administration of educational planning and finance*. Baroda, India: Acharya Book DePSOt.
- Naik, J.P. (1965): *Educational planning in India*. New Delhi, India: Allied.
- Naik, J.P. (1982): *The educational commission & after*. New Delhi, India: Allied.
- Newman and summer. *The process of management: concept, behaviour and practice*. New Delhi, India: Prentice Hall of India Pvt. Ltd.
- Oliva, O (1976). *Supervision for today's school*. New York, USA: Harper & Row.
- Ramani, K.V (2004). *A text book of educational management*. New Delhi, India: Dominant Publisher
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- Shukia, P.O (1983). *Administration in India*. New Delhi, India: Vikas Publication.
- Simon, Herbert A. *Administrative behaviour*. New York, USA :McMillan Company.
- Tilak, J.B.G. (1992). *Educational planning at grassroots*. New Delhi: India.
- Waber, Clarence A. *Fundamentals of educational leadership*. New York ,USA: ExPSOition Press.
- Buch, T. et al. (1980). *Approaches to school management*. London: Harper and Row.
- Chalam K.S. (2003): *Introduction to Educational Planning and Management*: New Delhi, Anmol Publications Pvt. Ltd.
- Chandrasekharan P. (1997): *Educational Planning and Management*. New Delhi: Sterling Publishers Pvt. Ltd.
- Deshmukh, A.V. & Naik, A.P.(2010). *School administration and management*. Mumbai.
- Glasser, William(1990). *The quality school*. New York, NY: Harper Collins Publishers, Inc.
- Government of India (1986/92). *National Policy on education*. New Delhi: MHRD.
- Government of India (1992). *Programme of action*. New Delhi: MHRD.
- Gupta, S.K. & Gupta, S. (1991). *Educational administration and management*. Indore: Manorama Prakashan.
- Hallak, J.(1990). *Investing in the future: Setting educational priorities in the developing world*. Paris: UNESCO.
- Kalra, Alka (1977). *Efficient school management and role of principals*. New Delhi: APH Publishing Corporation.
- Kochar, S.K. (2011). *School administration and management*. New Delhi: Sterling
- Mukhopadhyay, M. (2001). *Total quality management in education*. New Delhi: NIEPA.
- Shaeffer, S. (1991). *Collaborating for educational change: The role of parents and the community in school improvement*. Paris: UNESCO.
- Tyagi R.S. and Mahapatra P.C. (2000), *Educational Administration in Orissa* : New Delhi, National Institute of Educational Planning and Administration (NIEPA)
- Vashist, Savita(ed.) (1998). *Encyclopaedia of school education and management*. New Delhi: Kamal Publishing House.

**Discipline Specific Elective Paper-I**

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

**A. PEDAGOGY OF LANGUAGE (ENGLISH)**

**Course Outcomes**

On completion of this course, the student will

CO1. Analyze the issues relating to place of English in school curriculum, acquisition of skills in English, realization of aims and Course Outcomes of learning English and language Policy as conceived in NPE, 1986 and NCF – 2005

CO2. Use various methods, approaches and strategies for teaching-learning English and transact various types of lesson plans covering all aspects of English language following different approaches

CO3. Develop test items to assess learning in English and provide feedback as well as prepare enrichment materials

CO4. Use the understanding of phonetics for facilitating students' speaking in English

CO5. Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction

**UNIT 1: English in School Curriculum**

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

**UNIT 2: Approaches, Methods and Strategies of Teaching English**

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

**UNIT 3: Transaction of Contents**



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

#### **UNIT 4: Lesson Delivery Strategies and Assessment**

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

#### **PRACTICAL**

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

#### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	2	3	3	3	2	2	1	1
CO2	2	2	3	3	2	2	1	1
CO3	3	2	3	3	2	1	1	1
CO4	3	2	2	3	2	2	-	-
CO5	2	2	2	2	1	1	-	-

#### **Course wise PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	2	2	3	3	2	2	1	1

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

#### **Suggested Readings**

- Kohli, A.L (2010) *Techniques of teaching english*. New Delhi: Dhanpat Rai publishing Company
- Jain, R.K (1994). *Essentials of English teaching*, Agra: Vinod Pustak Mandir
- Sharma, K.L(1970) *.Methods of teaching English in India*. Agra : Laxmi Narayan Agrawal

#### **Reference Books**

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- Allen, H.B. (1965). *Teaching English as a second language: A book of readings*. New York: McGraw-Hill.
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- Pal, H.R and Pal, R(2006). *Curriculum – yesterday, today and tomorrow*, New Delhi: Shipra Publications
- Sachdeva, M.S. (1973). *A new approach to teaching of english in India*. Ludhiana : Prakash Brothers
- Shrivastava, B.D(1968). *Structural approach to the teaching of English*. Agra: Ramprasad and Sons

### **Discipline Specific Elective Paper-I**

*(A student has to choose ANY ONE from Pedagogy of English and Odia under DSE-I)*

#### **B. PEDAGOGY OF LANGUAGE (ODIA)**

##### **Course Outcomes**

On completion of this course, the student will:

- CO1. State the importance and place of Odia as mother tongue in school curriculum.
- CO2. Develop the strategies to address the problems of Odia language acquisition in multilingual context.
- CO3. Use various strategies for facilitating the acquisition of language skills in Odia.
- CO4. Decide appropriate pedagogic approaches to transact different types of lessons in Odia.
- CO5. Prepare appropriate tools for comprehensive assessment of learning in Odia.
- CO6. Explain the fundamentals of Odia linguistics and their relevance in teaching learning Odia.
- CO7. Plan appropriate pedagogic treatment of the prescribed textual contents (in Odia) of classes IX and X.

#### **UNIT 1: Odia as Mother Tongue in School Curriculum**

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

## **UNIT 2: Pedagogic Approaches to Teaching-Learning Odia**

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

## **UNIT 3: Curricular Activities in Odia**

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

## **UNIT 4: Assessment**

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

## **PRACTICAL**

- School internship (delivery of 5 Lessons following Herbartian/5E/ICON model)

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

## **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	1	1	1	3	3	2
CO2	3	2	2	1	1	3	3	1

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

CO3	2	3	3	1	1	2	1	1
CO4	2	2	2	1	1	1	1	1
CO5	3	2	2	3	2	2	1	1
CO6	3	3	2	1	2	2	1	-
CO7	3	2	2	1	-	-	1	-

**Course wise PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	2	2	1	1	2	1	1

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

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**Suggested Readings**

- Barik, N. (2014). Odia shikshyadana paddhati. Cuttack: A.K.Mishra Publishers Pvt. Ltd.
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**Reference Books**

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**Discipline Specific Elective Paper-II**

*(A student has to choose ANY ONE from Pedagogy of Social Science and Mathematics*

***under DSE-2)***

**A. PEDAGOGY OF SOCIAL SCIENCES**

**Course Outcomes**

On completion of this course, the student will:

- CO1. State the meaning, scope and importance of Social science
- CO2. Specify the skills and competencies to formulate specific COURSE OUTCOMES for different History and Political Science lessons
- CO3. Identify the different methods and skills of teaching History and Political Science for transacting the contents effectively.
- CO4. Explain the importance of time sense and prepare / utilize timelines for effecting teaching of History
- CO5. Prepare Unit Plans and Lesson Plans in History and Political science
- CO6. Develop diagnostic achievement test, administer them and analyse the results for providing feedback

**UNIT 1: Concept, Course Outcomes and Values Of Teaching Social Science**

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

**UNIT 2: Methods and Approaches to Teaching-Learning Social Science**

- (i) Story-telling
- (ii) Narration-cum-discussion
- (iii) Dramatization
- (iv) Source Method
- (v) Project method
- (vi) Field Trips
- (vii) Observation

**UNIT 3: Curricular Activities in Social Sciences**

**Pedagogic analysis:**

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

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

- (i) Teaching-learning materials – Maps, Atlas, Globes, Charts, Graphs, Models, Filmstrips, T.V. Video, OHP, and Computer
- (ii) Timeline – Concept, Aspects, Type and Use

- (iii) Types of Assessment-self assessment, peer assessment, teacher assessment, internal assessment and external assessment
- (iv) Techniques of Assessment in history and Political science: Continuous Assessment of Learners performance in history and Political science, preparation of different types of objective-based test-
- (v) Items (Extended Response Type, Restrictive Response Type and Objective Type)

### **PRACTICAL**

- School internship (delivery of 5 Lessons following Herbartian /5E/ ICON model)

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

### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	1	-	1	-	-
CO2	3	2	3	3	1	1	-	-
CO3	3	2	3	2	1	2	2	1
CO4	3	3	2	2	1	1	-	-
CO5	3	3	3	3	2	2	2	1
CO6	3	2	3	2	1	1	2	1

Course wise PSOs and CO Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	2	3	3	1	1	2	1

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

### **Suggested Readings**

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

### **Reference Books**

- Kochhar, S.K. (1970). *Teaching of History*. New Delhi, India: Sterling Publishers Pvt. Ltd.
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- Taneja, V.R. (1970). *Fundamentals of Teaching Social Studies*. Mahendra Capital Publishers.
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- Verma, O.P. & Vedanayagam E.G. *Geography Teaching*. New Delhi, India: Sterling Publishers Pvt. Ltd.
- Yagnik, K.S. (1966). *The Teaching of Social Studies in India*. Bombay, India: Orient Longman Ltd.

### **Discipline Specific Elective Paper-II**

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

### **B. PEDAGOGY OF MATHEMATICS**

#### **Course Outcomes**

On completion of this course, the students will

- CO1. Narrate the evolution and nature of Mathematics and its importance in the school curriculum in the context of the recent curricular reforms.
- CO2. Use various methods and approaches of teaching and learning mathematics especially suitable for the secondary school classes.
- CO3. Plan lessons in Mathematics using traditional and constructivist approaches for effective classroom transactions.
- CO4. Develop and collect activities and resource materials for their use in enhancing the quality of learning Mathematics at the secondary level.
- CO5. Conduct continuous and comprehensive assessment for enhancing the quality of Mathematics learning.
- CO6. Explain the concepts in Mathematics included in the secondary school curriculum and make pedagogical analysis of those concepts

#### **UNIT 1: Foundations of Mathematics Education**

- (i) Nature and Scope of Mathematics,
- (ii) Learning of Mathematics: Importance of Mathematics at elementary and secondary level,

Course Outcomes of teaching-learning Mathematics at the two levels,

- (iii)Curriculum Reforms in School Mathematics: Rationale, Course Outcomes, principles, designs and materials in Mathematics, recent curricular reforms at the National and State levels (NCF 2005).

## **UNIT 2: Methods of Teaching-learning Mathematics**

- (i) Learning by Discovery: Nature and purpose of learning by discovery; guided discovery strategies in teaching Mathematical concepts.
- (ii) Teaching for Understanding Proof: Proof by induction and deduction; proof by analysis and synthesis.
- (iii)Problem Solving in Mathematics: Importance of problem solving in Mathematics, Steps of problem solving in Mathematics.
- (iv)Constructivist approaches: Self-learning and peer learning strategies, Collaborative strategies; 5E and ICON Models.

## **UNIT 3: Curricular Activities in Mathematics**

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

## **UNIT 4: Assessment in Mathematics**

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

## **PRACTICAL**

- School internship (Delivery of 5 Lessons following Herbatian/5E/ICON model)

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

## **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	1	1	-	2	1	-	-
CO2	2	3	3	3	2	2	1	1
CO3	3	2	3	2	2	2	1	1



CO4	1	2	1	2	3	3	1	1
CO5	3	2	3	2	2	2	1	-
CO6	3	2	2	3	2	2	-	-

**Course wise PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	2	3	3	2	2	1	1

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

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**Suggested Readings**

- Sidhu, K.S (1985). *Teaching of mathematics*. New Delhi: Sterling publication.
- James, A. (2003). *Teaching of mathematics*. Neel Kamal Publication: Hyderabad.
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**Reference Books**

- Cooney, Thomas J. et al. (1975). *Dynamics of Teaching Secondary School Mathematics*. Boston: Houghton Mifflin.
- Cooper, B. (1985). *Renegotiating secondary school mathematics*. The Hamer Press: East Sussex.
- Michel. (1982). *Teaching mathematics*. Nicholos Publication Co: New York.
- NCF (2005). *National curriculum framework*. NCERT: New Delhi
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- Driscoll, M., Egan, M., Nikula, J., & DiMatteo, R. W. (2007). *Fostering geometric thinking: A guide for teachers, grades 6-10*. Portsmouth, NH: Heinemann.
- Driscoll, M. (1999). *Fostering algebraic thinking: A guide for teachers, grades 5-10*. Portsmouth, NH: Heinemann.
- Grouws, D.A. (ed) (1992). *Handbook of research on mathematics teaching and learning*. New York: Macmillan Publishing.
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- NCERT (2006). PSOsition paper: National focus group on teaching mathematics. NewDelhi:NCERT.
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### **Discipline Specific Elective Paper-III**

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

#### **A. PSOLICY AND PRACTICES IN SCHOOL EDUCATION IN INDIA**

##### **Course Outcomes**

On completion of this course, the student will:

- CO1. Analyse various Policies on education for school education in India
- CO2. Evaluate progress of schools education
- CO3. Examine the problems in implementation of the Policies on school education
- CO4.Explore status of women education and education for SC, ST and Minorities in Indian

##### **UNIT 1: Policies in School Education**

- (i) National education Policy, 1986, revised in 1992 and its corresponding document Programme of Action with reference to Elementary Education and Secondary Education.
- (ii) Implementation of Elementary Education with reference to RTE Act-2009 and Policy issues.
- (iii)Implementation of Secondary Education with reference to Rashtriya Madhyamik Siksha Abhiyan (RMSA) and Policy issues
- (iv)Guiding principles of NCF-2005 and curriculum revision at the school level.

##### **UNIT 2: Policies for Vocationalisation of Education**

- (i) Vocationalisation of education- A Policy analysis with reference to the report of Patel Committee (1977), Adisheshia Committee (1978) and National Policy on Education (1986) revised NPE (1992)
- (ii) Vocational Education at Higher Secondary level: Policy challenges
- (iii)Work education in schools –concept to implementation

##### **UNIT 3: Policies for Inclusive Education**

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

#### **UNIT 4: PSOlcy on Access and equity in Education**

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

#### **PRACTICAL**

- Analysis of any Policy documents being implemented at School Education level

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

#### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	-	2	2	1	-
CO2	2	2	2	1	3	3	2	1
CO3	1	1	3	3	2	2	1	-
CO4	1	2	3	3	3	2	1	1

#### **Course wise PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	1	2	3	3	3	2	1	1

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

#### **Suggested Readings**

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

#### **Reference Books**

- Das, K.K. (1993). *Development of education in India*. New Delhi: Kalyani Publishers
- Dash, B.N. (1991). *Development of education in India*. New Delhi: Ajanta Prakashan
- Keay, F. E. & Mitra, Sukumar (1978). A history of education in India. New Delhi: Oxford University Press
- Mukherjee, R.K. (1988). Ancient Indian education. New Delhi: Motilal Banarsidass
- Mukherjee, R.K. (1989). The Gupta Empire. New Delhi: Motilal Banarsidass
- Naik, J.P. & Narullah, S. (1996). A student's history of education in India. New Delhi: Mc Millan India Ltd.
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- Shanker, Uday (1984). Education of Indian teachers. New Delhi: Sterling Publishers Pvt. Ltd.
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- MHRD, Gov. of India (1992), *National Policy on education* (revised) New Delhi: GoI.
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- NCTE (2009). *National Curriculum Framework for Teacher Education TowardsPreparing Professional and Humane Teacher*. New Delhi:NCTE.
- Ministry of Law Justice (2009). The Right of Children to Free and Compulsory Education Act, 2009. *The Gazette of India*, Ministry of Law Justice, Govt. of India.
- Kurrien, J (1983). *Elementary Education in India*. New Delhi: Vikas. MHRD (). *Report to the People on Education 2011-12*. New Delhi: Author. MHRD (1986): *National Policy on Education*. New Delhi: MHRD.
- MHRD (2000). *Sarva Shiksha Abhiyan: A program for Universal Elementary Education A framework for implementation*. New Delhi: Author.
- Government of India, Ministry of Human Resource Development (2005), Report of the CABE Committee on Autonomy of Higher Education Institutions, Department of Secondary and Higher Education, New Delhi, June.

**Websites to be referred:**

- <http://www.rehabcouncil.nic.in/>
- [writereaddata/RCI\\_Amendments\\_ACT.pdf](http://www.writereaddata/RCI_Amendments_ACT.pdf)
- <http://socialjustice.nic.in/pwdact1995.php>
- <http://mhrd.gov.in/rmsa>

**Discipline Specific Elective Paper-III**

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

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

**Course Outcomes**

On completion of this course, the student shall:

- CO1. Analyse various Policies on education for Higher education in India
- CO2. Evaluate progress of Higher education
- CO3.Examine the problems in implementation of the Policies on higher education
- CO4.Explore status of higher education.

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

**UNIT 1: Policies in Higher Education**

- (i) NPE-1986, revised in 1992 and its corresponding document Programme of Action (PSOA) with reference to Higher Education.
- (ii) Recommendations of National Knowledge Commission-2006.
- (iii) Implementation of Policies, progress and problems.

**UNIT 2: Future of Higher Education**

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

**UNIT 3: Curriculum and Assessment**

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

**UNIT 4: Educational Management System**

- (i) Funding and management of Higher Education
- (ii) Open and Distance Learning System: Policy and Development-Role of IGNOU.
- (iii) Research in higher education-problems and issues- Role of ICSSR, UGC, Association of Indian Universities
- (iv) Capacity Building of Teachers in Higher Education.

**PRACTICAL**

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

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

**COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	1	2	2	1	1
CO2	2	2	2	1	3	3	1	-
CO3	3	3	2	1	2	2	2	1
CO4	3	3	2	1	2	2	2	1
CO5	3	1	1	1	2	2	2	1

**Course wise PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	2	2	1	2	2	2	1

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

**Suggested Readings**

- Rao, K.Sudha (Ed.) (2002). Educational Policies in India: Analysis and review of promise and performance. New Delhi: NUEPA. Reference Books
- Government of India, Ministry of Human Resource Development. 2011a. 'Indian Institutes of Development'. Available at [http://mhrd.gov.in/itt\\_higher\\_english](http://mhrd.gov.in/itt_higher_english).
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- Agarwal, P. 2006. 'Higher Education in India: The Need for Change'. ICRIER Working Paper No. 180, June. Delhi: Indian Council for Research on International Economic Relations.
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- Tilak, J.B.G. (1996), "Higher Education under Structural Adjustment", Journal of Indian School of Political Economy 8 (2) (April-June): 266-93.
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**Discipline Specific Elective Paper-IV**

**INCLUSIVE EDUCATION**

**Course Outcomes**

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

- CO1. Define meaning and scope of inclusive education.
- CO2. identify the assumptions of disability underlying current general and special education practices
- CO3. understand the various suggestions given by different recent commissions on education of children with disabilities for realizing the concept of “Universalization of Education”;
- CO4. explore and utilize pedagogical approaches that can support students with a variety of learning profiles in respectful ways
- CO5. explain the meaning and implications of universal design in learning (UDL) for classroom pedagogy
- CO6. examine the different support services and collaboration for inclusive education

**UNIT 1: Meaning, Genesis and Scope Inclusive Education**

- (i) Special education and inclusive education: Concept and Principles
- (ii) Historical developments of special and inclusive education in India.
- (iii) Medical and social models of disability
- (iv) Examining the practice of labeling
- (v) Social, psychological and educational contexts of inclusion

**UNIT 2: Policies & Frameworks Facilitating Inclusive Education**

- (i) International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- (ii) International Conventions: United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
- (iii) International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- (iv) Constitutional Obligations; RCI Act 1992; PwD 1995 and NTA 1999; RTE-SSA and RPD Act. 2016.

**UNIT 3: Understanding and Support Needs of Students with Disability**

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

**UNIT 4: Frameworks, Support and Collaboration for Inclusive Education**

- (i) Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment
- (ii) Principles of Differentiated Instruction and Assessment
- (iii) Capacity Building of Teachers for Inclusive Education
- (iv) Assistive Technology & Devices for Inclusive Education

### **PRACTICAL**

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

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

### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	1	2	1	-	-
CO2	3	2	1	1	2	2	-	-
CO3	3	2	2	1	1	1	-	-
CO4	3	3	2	2	1	1	1	-
CO5	3	2	3	3	2	2	1	1

#### Course wise PSOs and CO Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	2	2	1	2	1	1	1

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

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### **Suggested Readings**

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

### **Reference Books**

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful inclusion for educational leaders*. New Jersey: Prentice Hall.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*. Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*. Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing*



IEPs. Corwin press:Sage Publishers.

- Gore, M.C. (2004) . *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*. Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King–Sears, M. (1994). *Curriculum–Based Assessment in Special Edcuation*. California: Singular Publications.
- Kluth, P. (2009). *The autism checklist: A practical reference for parents and teachers*. San Francisco, CA: Jossey-Bass.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Rose, D. A., Meyer, A. & Hitchcock, C. (2005). *The Universally Designed Classroom: Accessible Curriculum and Digital Technologies*. Cambridge, MA:Harvard Education Press.
- Ryandak, D. L. & Alper, S. (1996). Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon.
- Thousand, J., Villa, R., & Nevin, A. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice–Hall.Inc
- Udvari-Solner, A. & Kluth, P. (2008). *Joyful Learning: Active and collaborative learning in inclusive classrooms*. Thousand Oaks, CA: Corwin Press.

#### **DSE Paper – IV**

##### **DISSERTATION/ RESEARCH PROJECT**

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

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

Distribution of Marks will be as follows:

<b>Item</b>	<b>Total</b>
Report	75
Viva-voce	25
<b>Total</b>	<b>100</b>

The assessment of students' performance will be made jointly by the external and internal examiners.

### **Generic Elective Paper I**

#### **EDUCATIONAL PHILOSOPHY**

##### **Course Outcomes**

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

- CO1. State and analyse the meaning of education and form own concept on education
- CO2. Explain philosophy as the foundation of education
- CO3. Analyse aims of education
- CO4. Describe the essence of different formal philosophies and draw educational implications
- CO5. Compare and contrast Indian and western philosophies of education

##### **UNIT 1: Education in Philosophical Perspective**

- (i) Etymological meaning of education
- (ii) Narrower and broader meaning of education, Lifelong Education
- (iii) Aims of Education- Individual and Social Aims of Education
- (iv) Meaning and nature of philosophy
- (v) Branches of Philosophy- Metaphysics, Epistemology and Axiology, and its educational implications
- (vi) Functions of Philosophy in relation to education

##### **UNIT 2: Formal Schools of Philosophy and their Educational Implications**

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

##### **UNIT 3: Indian Schools of Philosophy and their Educational Implications**

- (i) Common Characteristics of Indian Philosophy

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

#### **UNIT 4: Educational Thought of Western and Indian Thinkers**

- (i) Plato
- (ii) Dewey
- (iii) Gopabandhu Das
- (iv) Gandhi
- (v) Tagore
- (vi) Aurobindo

#### **PRACTICAL**

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

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

#### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	-	-	-	-	2	2
CO2	3	2	2	-	--	-	1	1
CO3	3	3	3	1	1	-	2	1
CO4	2	3	1	-	--	1	-	1
CO5	3	3	2	-	2	2	-	1

#### **Course wise PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	3	2	1	1	1	2	1

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

#### **Suggested Readings**

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

#### **Reference Books**

- Aggrawal, J.C. (2013). *Theory and principle of education*. New Delhi: Vikash Publishing

House Pvt Ltd.

- Anand, C.L. *et.al.* (1983). Teacher and education in emerging in Indian society, New Delhi: NCERT.
- Brubacher, John.S.(1969). Modern philosophies of education. New York: McGraw Hill Co.
- Clarke, P. (2001). Teaching and learning: The Culture of pedagogy. New Delhi: Sage Publication.
- Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers.
- Dewey, John (1956). The Child and the curriculum, school and society. Chicago, Illinois: University of Chicago Press.
- Dewey, John (1997). Experience and education. New York: Touchstone.
- Ganesh, Kamala & Thakkar, Usha (Ed.) (2005). Culture and making of identity in India. New Delhi: Sage Publications.
- Krishnamurthy, J. (1953). Education and significance of life. New Delhi: B.I. Publications
- Kumar Krishna (1996). Learning from conflict. New Delhi: Orient Longman.
- Ministry of Education (1966). Education and national development. New Delhi: Ministry of Education, Government of India.
- Ornstein, Allan C. & Levine, Daniel U. (1989). Foundations of education (4th Edn.). Boston: Houghton Mifflin Co.
- Pathak, R. P. (2012). Philosophical and sociological principles of education. Delhi: Pearson.
- Pathak, Avijit (2002). Social implications of schooling. New Delhi: Rainbow Publishers.
- Peters, R.S. (1967). The Concept of education. London: Routledge Kegan & Paul.
- Radhakrishnan, S. Indian philosophy Vol. I and Vol. II
- Ross, James S.(1981). Ground work of educational theory. Delhi: Oxford University Press
- Rusk, Robert R., Philosophical bases of education, London: Oxford University Press.
- Salamatullah, (1979). Education in social context. New Delhi: NCERT.
- Srinivas, M.N., (1986). Social changes in modern India. Bombay: Allied Publishers.
- Taneja, V.R. (2000). Educational thought and practice, New Delhi: Sterling Publishers Pvt. Limited.
- Wingo, G. Max (1975). Philosophies of education. New Delhi: Sterling Publisher Pvt. Limited.

## **Generic Elective Paper II**

### **EDUCATIONAL PSYCHOLOGY**

#### **Course Outcomes**

On completion of this course, the students will:

- CO1. Explain the concept of educational psychology and its relationship with psychology.
- CO2. Understand different methods of educational psychology.
- CO3. Explain the concepts of growth and development of child and adolescence, and underlined general principles of growth and development.
- CO4. Describe briefly the periods and the typical characteristics of growth and development during childhood and adolescence.
- CO5. Explain the theory of cognitive development and its educational implications.
- CO6. State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.
- CO7. Identify the learning needs during the different stages of development and adopt

appropriate strategies in and out of school to meet the learning needs.

### **UNIT 1: Educational Psychology in Developmental Perspective**

- (i) Meaning, nature, scope and relevance of educational psychology
- (ii) Methods of educational psychology- observation, experimentation, and case study
- (iii) Application of educational psychology in understanding learner
- (iv) Growth and Development-Concept, difference between growth and development, and principles of growth and development
- (v) Characteristics of development during adolescence in different areas:
- (vi) Physical, social, emotional and intellectual (with reference to Piaget)

### **UNIT 2: Intelligence, Creativity and Individual difference**

- (i) Individual difference-concept, nature, factors and role of education
- (ii) Intelligence- meaning and nature of intelligence, concept of I.Q, theories of intelligence- Two factor theories, Guilford's structure of intelligence (SI) model, Gardner's multiple theory of intelligence.
- (iii) Measurement of intelligence- individual and group test, verbal, non-verbal test
- (iv) Creativity- meaning, nature and stages of creative thinking, strategies for fostering creativity

### **UNIT 3: Learning and Motivation**

- (i) Learning- meaning, nature and factors of learning
- (ii) Theories of learning with experiment and educational implications-
- (iii) Classical conditioning, operant conditioning, insightful learning and constructivist approach to learning
- (iv) Motivation – concepts, types, and techniques of motivation

### **UNIT 4: Personality and Mental health**

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

### **PRACTICAL**

- Case study of an exceptional child and reporting

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

### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	-	2	-	-	1	-	1
CO2	3	2	2	1	-	-	2	1
CO3	2	1	-	-	1	2	1	1
CO4	2	3	3	2	1	1	-	-
CO5	2	2	1	-	-	2	-	1

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

CO6	2	2	2	3	1	1	2	1
CO7	1	2	1	1	2	2	1	1
CO8	1	1	1	1	2	2	2	1
CO9	3	2	2	3	1	1	-	-

**Course wise PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	
Course	2	2	2	1	1	2	2	1

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

**Suggested Readings**

- Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Mangal, S.K. (2002). *Advanced educational psychology*. New Delhi: Prentice Hall of India.
- Woolfolk, A. (2015). *Educational psychology (9<sup>th</sup> Ed.)*. New Delhi: Pearson Publication

**Reference Books**

- Aggarwal, J.C. (2014). *Essentials of Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Attri, A.K. (2015). *Psychology of development and learning*. New Delhi: APH Publishing Corporation.
- Bernard, P.H. (1970). *Mental Health in the class room*. New York: McGraw Hill.
- Biehler, R.F. & Snowman, J., (1997). *Psychology applied to teaching*. New York: Houghton Mifflin.
- Bigge, M.L., *Psychological foundations of education*, Harper and Row, New York, 1985.
- Chandraiah, K. (2011). *Emotional intelligence*. New Delhi: APH Publishing Corporation.
- Dececco, J.P. & Crawford, W.R. (1997). *Psychology of learning and institution*. New Delhi: Prentice Hall of India.
- Good T., (1990). *Educational psychology*. Longman, New York, 1990.
- Lindgren, H.C. (1980). *Educational psychology in the classroom*. New York: Oxford University Press.
- Mouly, G.J. (1982). *Psychology for teaching*. Allyn & Bacon, Boston.
- Rothstein, P.R. (1990). *Educational psychology*. New York: McGraw Hill.
- Salvin, R. (1990). *Educational psychology: theory into practice*, N.J.: Prentice hall, Englewood Cliffs,
- Snowman and Biehler (---). *Psychology applied to teaching.....*
- Sprint hall, R.C. & Sprint hall, N.A., (1990). *Educational psychology, development approach*, New York: McGraw Hill.

### **Generic Elective Paper III**

#### **CONTEMPORARY TRENDS AND ISSUES IN INDIAN EDUCATION**

##### **Course Outcomes**

On completion of this course the students will

- CO1. Understand the importance of pre-school and elementary school education. Analyze various problems and issues for ensuring quality education.
- CO2. State the importance of secondary education and analyze various problems and issues for ensuring quality in secondary education.
- CO3. Enumerate the importance of higher education and analyze various problems and issues for ensuring quality in higher education.
- CO4. Justify the importance of teacher education and analyze various problems and issues for ensuring quality in teacher education.
- CO5. Analyze emerging concerns in Indian education.

##### **UNIT 1: Pre-school and Elementary School Education**

- (i) Meaning, nature and importance of ECCE, problems and issues with regard to ECCE
- (ii) Universalization of Elementary Education: efforts to achieve UEE, SSA
- (iii) Problems and issues in implementing Right to Education Act 2009.
- (iv) Problems and issues in bringing the community to school, role of SMC
- (v) Problems in ensuring equity and quality of elementary education

##### **UNIT 2: Secondary and Higher Secondary Education**

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

##### **UNIT 3: Higher Education and Teacher Education**

- (i) Challenges in Higher education- expansion, quality and inclusion
- (ii) Role of RUSA and NAAC for quality assurance in Higher education

- (iii) Higher education through open and distance learning mode
- (iv) Elementary level pre-service teacher education- problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009
- (v) Secondary level pre-service teacher education- problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009

#### **UNIT 4: Emerging Concerns**

- (i) Examination system: defects and reforms for making examination system flexible (internal assessment and semester system , grading, open book examination, online examination)
- (ii) Choice Based Credits System (CBCS): Concept, Course Outcomes, importance, problems and issues.
- (iii) Human Rights Education: Concept, Course Outcomes, importance, problems and issues.
- (iv) Life-Skill Education: Concept, Course Outcomes, importance, problems and issues.
- (v) Peace Education: Concept, Course Outcomes, importance, problems and issues.

#### **PRACTICAL**

- Study of Perception of Stakeholder's of Education on any of the current issues and concerns, and reporting.

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

#### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	1	1	1	-	-	-
CO2	3	2	1	1	1	-	-	-
CO3	3	2	3	1	1	1	1	1
CO4	2	3	3	3	2	2	1	1
CO5	2	2	2	1	1	-	-	-

#### **Course wise PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	2	3	1	1	2	1	1

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

#### **Suggested Readings**

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



**Reference Books**

- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanque (Eds.) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
- Bruner, J.S. (1996). *The culture of education*. Cambridge, M.A.: Harvard University Press.
- Butchvarov, P. (1970). *The concept of knowledge*. Evanston, Illinois, North Western University Press.
- Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
- Delors, Jacques, et al; (1996). *Learning: the Treasure within report of the international commission on education for 21st century*, UNESCO.
- Illich, I. (1996). *Deschooling society*. Marion Boyers, London.
- Matheson, David (2004). *An Introduction to the study of education* (2 Ed.). David Fulton Publish.
- MHRD (2008). *Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A scheme for universalisation of access to and improvement of quality at the secondary stage*. New Delhi: Department of School Education and Literacy.
- MHRD (2011). *Sarva Shiksha Abhiyan: Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Department of School Education and Literacy.
- MHRD, (1992). *Programme of action*. Govt. of India, New Delhi.
- MHRD, Gov. of India (1992). *National Policy on education* (revised) New Delhi: MHRD.
- Ministry of Law and Justice (2009). *Right to education Act 2009*. New Delhi: Govt of India.
- Naik, J.P. (1975). *Equality, quality and quantity: The elusive triangle of Indian education*. Allied Publications, Bombay.
- NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT.
- NCERT (2005). *National curriculum framework*, New Delhi: NCERT.
- Slattery, P. and Dana R. (2002). *Ethics and the foundations of education-Teaching Convictions in a postmodern world*. Allyn & Bacon.
- UN (2015). *The sustainable development goals (SDGs) – UNDP*. United Nations
- UNESCO (1998). *Educating for a sustainable future: A transdisciplinary vision for concerted action*. Paris: UNESCO.
- UNICEF (2000). *Defining quality in education*. New York: Programme Division (Education), Unicef.
- Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.
- WHO (1991). *Comprehensive school health programme*. New Delhi: World Health Organization Regional Office.
- Winch, C. (1996). *Key concepts in the philosophy of education*. Routledge.
- Yadav, M. S. & Lakshmi, T. K. S. (1995). Education: Its disciplinary identity. *Journal of Indian Education*, XXI (1), 01-21.

## **Generic Elective Paper IV**

### **EDUCATIONAL ASSESSMENT AND EVALUATION**

#### **Course Outcomes**

On completion of this course, the students will.

- CO1.State the nature, purpose and types of educational assessment and evaluation.
- CO2. Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation.
- CO3. Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching.
- CO4.Describe the characteristic of a good test.
- CO5.Analyze the trends and issues in learning and learner assessment.
- CO6.Analyze and interpret results of the assessment using standard score.
- CO7.Illustrate the principles of test construction in education.

#### **UNIT 1: Assessment and Evaluation in Education**

- (i) Understanding the meaning and purpose of test, measurement, assessment and evaluation
- (ii) Scales of measurement- nominal, ordinal, interval and ratio
- (iii) Types of test- teacher made and standardized
- (iv) Approaches to evaluation- placement, formative, diagnostic and summative
- (v) Types of evaluation- norm referenced and criterion referenced
- (vi) Concept and nature of continuous and compressive evaluation

#### **UNIT 2: Instructional Course Outcomes**

- (i) Taxonomy of instructional Course Outcomes with special reference to cognitive domain
- (ii) Criteria of selecting appropriate Course Outcomes, and stating of general and specific instructional Course Outcomes
- (iii) Relationship of evaluation procedure with Course Outcomes
- (iv) Difference between objective based objective type test and objective based essay type test

#### **UNIT 3: Tools and Techniques of Assessment and construction of Test**

- (i) Steps of test construction: planning, preparing, trying out and evaluation
- (ii) Principles of construction of objective type test items- matching, multiple choice, completion and true – false
- (iii) Principles of construction of essay type test
- (iv) Non- standardized tools: Observation schedule, interview schedule, rating scale, check list, PSOrtfolio and rubrics.

#### **UNIT 4: Characteristics of a good Test**

- (i) Validity-concept, types and methods of validation
- (ii) Reliability- concept and methods of estimating reliability
- (iii) Objectivity- concept and methods of estimating objectivity
- (iv) Usability- concept and factors ensuring usability

**PRACTICAL**

- Construction of Unit test on a school subject based on Blueprint and RePSOrting.

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

**COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	1	-	-	-	-	1
CO2	3	3	3	3	2	2	1	1
CO3	2	2	3	2	3	1	1	-
CO4	1	2	3	3	2	1	-	-
CO5	2	2	2	3	1	1	-	-
CO6	3	3	3	2	2	1	-	1
CO7	3	3	3	3	2	2	1	-

## Course wise PSOs and CO Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	2	3	3	2	1	1	1

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

**Suggested Readings**

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

**Reference Books**

- Anastasi, A.(1976). *Psychological testing*. New York: Macmillan Publishing Co.
- Anderson, L.W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*.
- Banks, S.R. (2005). *Classroom assessment: issues and PRACTICES*. Boston: Allyn& Bacon.
- Blooms, B.S.(1956). *Taxonomy of educational Course Outcomes*. New York: Longman Green and Company
- Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996). *Psychological testing and assessment. an introduction to the tests and measurement*. California: Mayfield Publishing Co.
- Earl, L.M. (2006). *Assessment as learning: using classroom assessment to maximize student learning*. Thousand Oaks, California: Corwin Press
- Hopkins, KD. (1998). *Educational and psychological measurement and evaluation*. Boston: Allyn and Bacon.
- Linn, R.L. & Gronlund, N.E. (2000). *Measurement and assessment in teaching*. London: Merrill Prentice Hall.
- Macmillan, J.H. (1997). *Classroom assessment, principles and practice for effective*

*instruction*. Boston: Allyn and Bacon

- Mohan, R. (2016). *Measurement evaluation and assessment in education*. Delhi: PHI Learning Pvt. Ltd.
- National Council of Educational Research and Training (2006). *Position paper: Examination Reforms*. New Delhi: NCERT
- Noll, N.H. S cannell, D.P. & Craig, RC. (1979). *Introduction to educational measurement*. Boston: Houghton Mifflin.

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**Course structure of UG Education Pass**

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Semester	Course	Course Name	Credits	Total marks
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<b>I</b>	DSC-I	Educational philosophy	04	75
	DSC-I Practical		02	25

<b>II</b>	DSC-II	Educational psychology	04	75
	DSC-II Practical		02	25
<b>III</b>	DSC-III	Educational sociology	04	75
	DSC-III Practical		02	25
<b>IV</b>	DSC-IV	Changing pedagogical perspective	04	75
	DSC-IV Practical		02	25
<b>V</b>	DSE-I	Contemporary trends and issues in Indian education	04	75
	DSE-I Practical		02	25
<b>VI</b>	DSE-II	Educational assessment and evaluation	04	75
	DSE-II Practical		02	25
			<b>30</b>	<b>600</b>

**Education Papers for PASS students**

Discipline Specific Core – 4 papers

Discipline Specific Elective – 2 papers

Marks per paper - Midterm : 15 marks, End term : 60 marks, Practical: 25 marks

Total – 100 marks Credit per paper – 6

Teaching hours per paper – 40 hours + 20 hours practical

**Discipline Specific Core Paper I**

**EDUCATIONAL PHILOSOPHY**

**Course Outcomes**

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

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

**UNIT 1: Education in Philosophical Perspective**

- (i) Etymological meaning of education
- (ii) Narrower and broader meaning of education, Lifelong Education
- (iii) Aims of Education- Individual and Social Aims of Education
- (iv) Meaning and nature of philosophy
- (v) Branches of Philosophy- Metaphysics, Epistemology and Axiology, and its educational implications
- (vi) Functions of Philosophy in relation to education

**UNIT 2: Formal Schools of Philosophy and their Educational Implications**

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

**UNIT 3: Indian Schools of Philosophy and their Educational Implications**

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

**UNIT 4: Educational Thought of Western and Indian Thinkers**

- (i) Plato
- (ii) Dewey
- (iii) Gopabandhu Das
- (iv) Gandhi
- (v) Tagore
- (vi) Aurobindo

**PRACTICAL**

- Field visit to a seat of learning in the locality and prepare report.
- NB: It will be evaluated by both internal and External examiners.

**COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	-	-	-	-	2	2
CO2	3	2	2	-	--	-	1	1
CO3	3	3	3	1	1	-	2	1
CO4	2	3	1	-	--	1	-	1
CO5	3	3	2	-	2	2	-	1

**Course wise PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	3	2	1	1	1	2	1

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

**Suggested Readings**

- Safaya, R.N. & Shaida, B.D. (2010). *Modern Theory and Principles of Education*. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.
- Nayak, B.K. (2018). *Text Book of Foundation of Education*. Cuttack, Odisha: Kitab
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- Aggrawal, J.C. (2013). Theory and principle of education. New Delhi: Vikash Publishing House Pvt Ltd.
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- Rusk, Robert R., Philosophical bases of education, London: Oxford University Press.
- Salamatullah, (1979). Education in social context. New Delhi: NCERT.
- Srinivas, M.N., (1986). Social changes in modern India. Bombay: Allied Publishers.
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- Wingo, G. Max (1975). Philosophies of education. New Delhi: Sterling Publisher Pvt.Limited.

### **Discipline Specific Core Paper II**

### **EDUCATIONAL PSYCHOLOGY**

#### **Course Outcomes**

On completion of this course, the students will:

- Explain the concept of educational psychology and its relationship with psychology.



- Understand different methods of educational psychology.
- Describe the theoretical perspectives of educational psychology.
- Explain the concepts of growth and development of child and adolescence, and underlined general principles of growth and development.
- Describe briefly the periods and the typical characteristics of growth and development during childhood and adolescence.
- Explain the theory of cognitive development and its educational implications.
- State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.
- Identify the learning needs during the different stages of development and adopt appropriate strategies in and out of school to meet the learning needs.

### **UNIT 1: Educational Psychology in Developmental Perspective**

- (i) Meaning, nature, scope and relevance of educational psychology
- (ii) Methods of educational psychology- observation, experimentation, and case study
- (iii) Application of educational psychology in understanding learner
- (iv) Growth and Development-Concept, difference between growth and development, and principles of growth and development
- (v) Characteristics of development during adolescence in different areas:
- (vi) Physical, social, emotional and intellectual (with reference to Piaget)

### **UNIT 2: Intelligence, Creativity and Individual difference**

- (i) Individual difference-concept, nature, factors and role of education
- (ii) Intelligence- meaning and nature of intelligence, concept of I.Q, theories of intelligence- Two factor theories, Guilford's structure of intelligence (SI) model, Gardner's multiple theory of intelligence.
- (iii) Measurement of intelligence- individual and group test, verbal, non-verbal test
- (iv) Creativity- meaning, nature and stages of creative thinking, strategies for fostering creativity

### **UNIT 3: Learning and Motivation**

- (i) Learning- meaning, nature and factors of learning
- (ii) Theories of learning with experiment and educational implications-
- (iii) Classical conditioning, operant conditioning, insightful learning and constructivist approach to learning
- (iv) Motivation – concepts, types, and techniques of motivation

### **UNIT 4: Personality and Mental health**

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

## **PRACTICAL**

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

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

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

## **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	-	2	-	-	1	-	1
CO2	3	2	2	1	-	-	2	1
CO3	2	1	-	-	1	2	1	1
CO4	2	3	3	2	1	1	-	-
CO5	2	2	1	-	-	2	-	1
CO6	2	2	2	3	1	1	2	1
CO7	1	2	1	1	2	2	1	1
CO8	1	1	1	1	2	2	2	1
CO9	3	2	2	3	1	1	-	-

### **Course wise PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	
Course	2	2	2	1	1	2	2	1

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

## **Suggested Readings**

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

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- Woolfolk, A. (2015). *Educational psychology (9th Ed.)*. New Delhi: Pearson Publication
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- Bernard, P.H. (1970). *Mental Health in the class room*. New York: McGraw Hill.
- Biehler, R.F. & Snowman, J., (1997). *Psychology applied to teaching*. New York: Houghton Mifflin.
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- Lindgren, H.C. (1980). Educational psychology in the classroom. New York: Oxford University Press.
- Mouly, G.J. (1982). Psychology for teaching. Allyn & Bacon, Boston.
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- Sprint hall, RC. & Sprint hall, NA, (1990). Educational psychology, development approach, New York: McGraw Hill

### **Discipline Specific Core Paper III**

#### **EDUCATIONAL SOCIOLOGY**

##### **Course Outcomes**

On completion of this course, the students will:

- State the relationship between education and society.
- Understand the meaning of Educational Sociology and function of education as a social system.
- State different agencies of education and their functions.
- Justify the importance of education for social change.
- Describe the role of education in modernization and globalization.
- Describe the function of education to ensure equality and equity.

##### **UNIT 1: Education and Society**

- (i) Relationship between education and society, school as a miniature society
- (ii) Educational Sociology- Concept, nature, scope and importance;
- (iii) Relationship between education and sociology.
- (iv) Education as a process of Socialization.
- (v) Education and Politics, Education and Economic Development

##### **UNIT 2: Agencies of Education**

- (i) Family- Importance, functions and role for education and socialization of the children
- (ii) School - Importance, functions and role for education and socialization of the children
- (iii) Society- Importance, functions and role for education and socialization of the children
- (iv) Mass Media- Importance, functions and role for education and socialization of the children

##### **UNIT 3: Education, Social change and Modernization**

- (i) Concept of social change and factors affecting Social Change
- (ii) Education as an instrument of social change and social control
- (iii) Concept and Attributes of modernization
- (iv) Education for accelerating the process of modernization
- (v) Impact of Globalization, Liberalization, and Privatization on Education

#### UNIT 4: Equalization of Educational Opportunities for ensuring equity and Inclusion

- (i) Concept of equality, equity and inclusion: its educational implication
- (ii) Ensuring equality in the Education of SC and ST
- (iii) Education for Women Empowerment
- (iv) Inclusive Education with reference to children with special needs (CWSN)

#### PRACTICAL

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

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

#### COURSE ARTICULATION MATRIX

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	1	1	2	-	-
CO2	3	2	1	-	-	2	1	1
CO3	2	1	2	-	1	1	1	2
CO4	2	1	1	1	2	2	2	1
CO5	3	3	2	-	1	1	2	2
CO6	3	3	2	3	2	2	1	1

#### Course wise PSOs and CO Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
Course	3	3	2	2	2	2	2	2

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

#### Suggested Readings

- Aggrawal, J.C.(2013). *Theory and principle of education*. New Delhi: Vikash Publishing House Pvt Ltd.
- NCERT (2014). *Basics in Education*. New Delhi: Author.
- Pathak, R. P. (2012). *Philosophical and sociological principles of education*. Delhi: Pearson. Pathak

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- Anand, C.L. et.al. (1983). *Teacher and education in emerging in Indian society*, New Delhi: NCERT.
- Brubacher, John.S.(1969). *Modern philosophies of education*. New York: McGraw Hill Co.
- Clarke, P. (2001). *Teaching and learning: The Culture of pedagogy*. New Delhi: Sage Publication.
- Ravi, Samuel.S.(2015). *A Comprehensive Study of Education*. Delhi: PHI Learning Pvt. Ltd.
- Dewey, John (1956). *The Child and the curriculum, school and society*. Chicago, Illinois: University of Chicago Press.
- Dewey, John (1997). *Experience and education*. New York: Touchstone.

- Ganesh, Kamala & Thakkar, Usha (Ed.) (2005). Culture and making of identity in India. New Delhi: Sage Publications.
- Govt. of India (1986/'92). National Policy on education. New Delhi: MHRD. Ministry of Education (1966). Education and national development. New Delhi: Ministry of Education, Government of India.
- Ornstein, Allan C. & Levine, Daniel U. (1989). Foundations of education (4th Edn.). Boston: Houghton Mifflin Co.
- Avijit (2002). Social implications of schooling. New Delhi: Rainbow Publishers.
- Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publishing Company Pvt. Ltd.
- Salamatullah, (1979). Education in social context. New Delhi: NCERT.

- Saraswati, T.S. (Ed.) (1999). Culture, socialization and human development. Theory, research and applications in India. New Delhi: Sage Publication.
- Srinivas, M.N., (1986). Social changes in modern India. Bombay: Allied Publishers.
  - Taneja, V.R. (2000). Educational thought and practice, New Delhi: Sterling Publishers Pvt. Limited.

### **Discipline Specific Core Paper IV**

#### **CHANGING PEDAGOGICAL PERSPECTIVE**

##### **Course Outcomes**

- On completion of this course, the students will:
- Explain the concept of pedagogy
- Differentiate pedagogy from other allied concepts
- Explain different teaching task with example
- Establish relationship between teaching and learning
- List out different approaches and methods of teaching
- Prepare a lesson plan following different designs

##### **UNIT 1: Concept of Teaching and Learning**

- (i) Meaning and definition of teaching and learning
- (ii) Relationship between teaching and learning
- (iii) Variables involved in teaching task: independent, dependent and intervening
- (iv) Phases of teaching: Pre- active, inter- active and Post- active
- (v) Levels of teaching: memory, understanding and reflective
- (vi) Lesson plan design- The Herbartian steps, 5 E and ICON design model

##### **UNIT 2: Theories of Teaching**

- (i) Meaning and nature of teaching theory
- (ii) Types of teaching theories:
- (iii) Formal theories of teaching- communication theory of teaching
- (iv) Descriptive theories of teaching– Gagne’s hierarchical theory of instruction and Bruner’s cognitive theory of instruction
- (v) Normative theories of teaching - Mitra’s psychological theory of teaching and Clarke’s general theory of teaching

##### **UNIT 3: Principles and maxims of teaching**

- (i) General principles of teaching
- (ii) Psychological principles of teaching
- (iii) Maxims of teaching
- (iv) Core teaching skills: Introducing the lesson, explaining, illustrating with examples, stimulus variation, and reinforcement, questioning, and probing questions, closure.

#### **UNIT 4: Approaches and methods of Teaching**

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

#### **PRACTICAL**

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

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

#### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
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 PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
Course	3	2	2	1	1	1	1

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

#### **Suggested Readings**

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

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- Aggarwal, J.C.(1995). Essentials of Educational Technology, Vikash Publishing House, New Delhi
- Chauhan, S.S.(1995). Innovations of teaching learning process, Vikash Publishing House, New Delhi
- Kochar, S.K.(2011) Methods and Techniques of teaching, Sterling Publisher Pvt. Ltd., New Delhi
- Mangal, S.K.(1988) Foundations of Educational Technology, Ludhiana, Tandan Publications
- Nageswar Rao, S., Sreedhar, P. & Rao, B.(2007). Methods and techniques of teaching, Sonali Publications, New Delhi
- Oliver,R.A. (1963) Effective teaching, JM Dent & Sons

- Pathak, R.P. & Chaudhary, J. (2012) Educational Technology, Pearson, New Delhi
- Ryburn, W.M.(1955) Principles of Teaching, Geoffrey Cembbridge, OUP
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**Discipline Specific Elective Paper I**

**CONTEMPORARY TRENDS AND ISSUES IN INDIAN EDUCATION**

**Course Outcomes**

On completion of this course the students will

- Understand the importance of pre-school and elementary school education. Analyze various problems and issues for ensuring quality education.
- State the importance of secondary education and analyze various problems and issues for ensuring quality in secondary education.
- Enumerate the importance of higher education and analyze various problems and issues for ensuring quality in higher education.
- Justify the importance of teacher education and analyze various problems and issues for ensuring quality in teacher education.
- Analyze emerging concerns in Indian education.

**UNIT 1:Pre-school and Elementary School Education**

- (i) Meaning, nature and importance of ECCE, problems and issues with regard to ECCE
- (ii) Universalization of Elementary Education: efforts to achieve UEE, SSA
- (iii) Problems and issues in implementing Right to Education Act 2009.
- (iv) Problems and issues in bringing the community to school, role of SMC
- (v) Problems in ensuring equity and quality of elementary education

**UNIT 2: Secondary and Higher Secondary Education**

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

**UNIT 3: Higher Education and Teacher Education**

- (i) Challenges in Higher education- expansion, quality and inclusion
- (ii) Role of RUSA and NAAC for quality assurance in Higher education
- (iii) Higher education through open and distance learning mode
- (iv) Elementary level pre-service teacher education- problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009



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

#### **UNIT 4: Emerging Concerns**

- (i) Examination system: defects and reforms for making examination system flexible ( internal assessment and semester system , grading, open book examination, online examination)
- (ii) Choice Based Credits System(CBCS):Concept, Course Outcomes, imPSOrtance, problems and issues.
- (iii)Human Rights Education: Concept, Course Outcomes, imPSOrtance, problems and issues.
- (iv)Life-Skill Education: Concept, Course Outcomes, imPSOrtance, problems and issues.
- (v) Peace Education: Concept, Course Outcomes, imPSOrtance, problems and issues.

#### **PRACTICAL**

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

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

#### **COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
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 PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
Course	3	2	2	1	1	1	1

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

#### **Suggested Readings**

- Kumar, Chanchal & Sachedeva, M.S. (2017). *Vision of Secondary Education In India in the context of 21<sup>st</sup> century*. Twentyfirst Century Publications; First Edition edition (2015)
- Pathak, K. R. (2007). *Education in the Emerging India*. New Delhi: Atlantic Publishers.
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- Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
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- MHRD, Gov. of India (1992). *National PSOlity on education* (revised) New Delhi: MHRD.
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- Slatterry, P. and Dana R. (2002). *Ethics and the foundations of education-Teaching Convictions in a PSOstmodern world*. Allyn & Bacon.
- UN (2015). *The sustainable development goals (SDGs) – UNDP*. United Nations
- UNESCO (1998). *Educating for a sustainable future: A transdisciplinary vision for concerted action*. Paris: UNESCO.
- UNICEF (2000). *Defining quality in education*. New York: Programme Division (Education), Unicef.
- Wall, Edmund (2001). *Educational theory: philosophical and PSOlitical Perspectives*. Prometheus Books.
- WHO (1991). *Comprehensive school health programme*. New Delhi: World Health Organization Regional Office.
- Winch, C. (1996). *Key concepts in the philosophy of education*. Routledge.
- Yadav, M. S. & Lakshmi, T. K. S. (1995). Education: Its disciplinary identity. *Journal of Indian Education*, XXI (1), 01-21.

### **Discipline Specific Elective Paper II**

#### **EDUCATIONAL ASSESSMENT AND EVALUATION**

##### **Course Outcomes**

On completion of this course, the students will.

- State the nature, purPSOse and types of educational assessment and evaluation.
- Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation.
- Explain the imPSOrtance of assessment for learning and its processes for enhancing

the quality of learning and teaching.

- Describe the characteristic of a good test.
- Analyze the trends and issues in learning and learner assessment.
- Analyze and interpret results of the assessment using standard score.
- Illustrate the principles of test construction in education.

### **UNIT 1: Assessment and Evaluation in Education**

- (i) Understanding the meaning and purpose of test, measurement, assessment and evaluation
- (ii) Scales of measurement- nominal, ordinal, interval and ratio
- (iii) Types of test- teacher made and standardized
- (iv) Approaches to evaluation- placement, formative, diagnostic and summative
- (v) Types of evaluation- norm referenced and criterion referenced
- (vi) Concept and nature of continuous and comprehensive evaluation

### **UNIT 2: Instructional Course Outcomes**

- (i) Taxonomy of Instructional Course Outcomes with special reference to cognitive domain
- (ii) Criteria of selecting appropriate Course Outcomes, and stating of general and specific instructional Course Outcomes
- (iii) Relationship of evaluation procedure with Course Outcomes
- (iv) Difference between objective based, objective type test and objective based essay type test

### **UNIT 3: Tools and Techniques of Assessment and construction of Test**

- (i) Steps of test construction: planning, preparing, trying out and evaluation
- (ii) Principles of construction of objective type test items- matching, multiple choice, completion and true – false
- (iii) Principles of construction of essay type test
- (iv) Non-standardized tools: Observation schedule, interview schedule, rating scale, check list, Portfolio and rubrics.

### **UNIT 4: Characteristics of a Good Test**

- (i) Validity- concept, types and methods of validation
- (ii) Reliability- concept and methods of estimating reliability
- (iii) Objectivity- concept and methods of estimating objectivity
- (iv) Usability- concept and factors ensuring usability

### **PRACTICAL**

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

**COURSE ARTICULATION MATRIX**

PSO/CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
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 PSOs and CO Matrix**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
Course	3	2	2	1	1	1	1

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

**Suggested Readings**

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

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- Anastasi, A.(1976). *Psychological testing*. New York: Macmillan Publishing Co.
- Anderson, L.W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*.
- Banks, S.R. (2005). *Classroom assessment: issues and PRACTICES*. Boston: Allyn & Bacon.
- Blooms, B.S.(1956). *Taxonomy of educational Course Outcomes*. New York: Longman Green and Company
- Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996). *Psychological testing and assessment. an introduction to the tests and measurement*. California: Mayfield Publishing Co.
- Earl, L.M. (2006). *Assessment as learning: using classroom assessment to maximize student learning*. Thousand Oaks, California: Corwin Press
- Hopkins, KD. (1998). *Educational and psychological measurement and evaluation*. Boston: Allyn and Bacon.
- Linn, R.L. & Gronlund, N.E. (2000). *Measurement and assessment in teaching*. London: Merrill Prentice Hall.
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- Mohan, R. (2016). *Measurement evaluation and assessment in education*. Delhi: PHI Learning Pvt. Ltd.
- National Council of Educational Research and Training (2006). *PSO sition paper: Examination Reforms*. New Delhi: NCERT
- Noll, N.H. S cannell, D.P. & Craig, RC. (1979). *Introduction to educational*

*measurement*. Boston: Houghton Mifflin.