

**COURSES OF STUDIES**  
**FOR**  
**POST GRADUTE DEGREE OF EDUCATION**  
**(Semester System)**

**Session – 2018-2019 on words**



**SCHOOL OF EDUCATION**  
**GANGADHAR MEHER UNIVERSITY**  
**SAMBALPUR, ODISHA**  
**768004**

**Post Graduate  
Programme Structure in Education**

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

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

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

**Part-I: Semester-I**

Papers		Marks		Total Marks	Duration (Hrs)	Credit Hours
Paper No	Title	Mid term	End Term			
101	Philosophical Foundation of Education	20	80	100	3	4
102	Sociological Foundation of Education	20	80	100	3	4
103	Psychological Foundation of Education	20	80	100	3	4
104	Recent Trends and Issues in Education	20	80	100	3	4
105	Practical	-	100	100	3	4
Total				500		20

**Part-I: Semester-II**

Papers		Marks		Total Marks	Duration (Hrs)	Credit Hours
Paper No	Title	Mid term	End Term			
201	Educational Measurement and Evaluation	20	80	100	3	4
202	Educational Management	20	80	100	3	4
203	Curriculum Development	20	80	100	3	4
204	Pedagogical Trend and Issues	20	80	100	3	4
205	Practical	-	100	100	3	4
DSE Papers*						
206(A)	Open and Distance Learning	20	80	100	3	4
206(B)	Environmental Education and Sustainable Development	20	80	100	3	4
206(C)	Early Childhood Care and Education	20	80	100	3	4
Total				600		24

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

**Part-II: Semester-III**

Papers		Marks		Total Marks	Duration (Hrs)	Credit Hours
Paper No	Title	Mid term	End Term			
301	Research Methodology in Education	20	80	100	3	4
302	Advanced Educational Statistics	20	80	100	3	4
303	Advanced Educational Technology	20	80	100	3	4
304	Development of Education in India	20	80	100	3	4
305	Practical (Synopsis)	-	100	100	3	4
<b>IDSE Papers*</b>						
306(A)	Philosophical Foundation of Education	20	80	100	3	4
306(B)	Sociological Foundation of Education	20	80	100	3	4
306(C)	Psychological Foundation of Education	20	80	100	3	4
Total				600		24

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

**Part-II: Semester-IV**

Papers		Marks		Total Marks	Duration (Hrs)	Credit Hours
Paper No	Title	Mid term	End Term			
401	Higher Education in India	20	80	100	3	4
402	Teacher Education	20	80	100	3	4
403	Guidance and Counseling in Education	20	80	100	3	4
404	Special Education	20	80	100	3	4
405	Dissertation (Practical)	-	100	100	3	4
Total				500		20
22 Papers	Grand Total			2200		88

N.B.:-

1. There will be two elective groups namely:

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

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

2. Each paper will be of 100 marks out of which 80 marks shall be allocated for semester examination and 20 marks for internal assessment (Mid Term Examination).
3. There will be four lecture hours of teaching per week for each paper.
4. Duration of examination of each paper shall be three hours.
5. Pass Percentage:
  - The minimum marks required to pass any paper shall be 40 percent in each paper and 40 percent in aggregate of a semester.
  - No students will be allowed to avail more than three (3) chances to pass in any paper inclusive of first attempt.

## **FIRST SEMESTER**

### **EDN-101**

#### **PHILOSOPHICAL FOUNDATION OF EDUCATION**

**END TERM – 80**

**MID TERM -20**

#### **OBJECTIVES:**

On completion of this course, the students shall able to

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

#### **Unit –I Western Schools of Philosophy**

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

#### **Unit- II Indian Schools of Philosophy**

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

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

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

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

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

## REFERENCES

- Agrwal, J.C.(2010).*Teacher and education in a developing society*. Delhi: Vikash Publishing House.
- Ayer, A.J.(1959).*Logical positivism*. New York: The Free Press.
- Ayer, A.J.(1936). *Language, truth and logic*. U.S.A.: Penguin Books.
- Arulsarmy, S. (2011).*Philosophical and sociological perspectives on education*. New Delhi: Neelkamal Publication Pvt. Ltd.
- Bhatia,K.K.(2011). *Philosophical and sociological foundation of education*. New Delhi: Kalyani Publishers.
- Brubacher, J.S.(1939). *Modern philosophies of education*. New York, USA: McGraw.
- Butler,J.D.(1959). *Four philosophies and their practices in education and religion*. New York: Harper.
- Chaube, S.P. & Chaube, A.(2009). *Foundation of education*. New Dehli: Vikash Publishing House Pvt.Ltd.
- Kneller,G. F.(1971). *Introduction to philosophy of education*. New York, USA: Macmillan.
- Masih, Y.(2017). *A critical history of western philosophy*. New Delhi: Motilal Banarsidass.
- Ross, J. S.(1960). *Ground work of educational theory*. London. U.K: George G. Harrap & Co.
- Rusk, R. R.(1992). *Philosophical bases of education*. London, U.K: Oxford University of London Press Ltd.
- Sharma.C.D.(2016). *A critical survey of Indian philosophy*. New Delhi:Motilal Banarsidass
- Wingo, G.M.(1974). *Philosophies of education*. New Delhi : Sterling Publishers.

## **EDN- 102**

### **SOCIOLOGICAL FOUNDATION OF EDUCATION**

**END TERM- 80**

**MID TERM- 20**

#### **OBJECTIVES**

On completion of this course, the students shall able to

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

#### **Unit-I Introduction to Educational Sociology**

Relationship of sociology and education - meaning and nature of educational sociology, sociology of education

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

#### **Unit-II Education in current Social Context**

Education and modernization,

Education and culture,

Education and democracy,

Education and Privatization.

#### **Unit- III Education and Social Change**

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

## **Unit -IV Education, Values and Morality**

Values – concept, types and their educational implication.

National value enshrined in Indian constitution and their educational implication.

Morality– concept, features and importance; theories and their educational importance- Hedonism, Perfectionism and Rigorism.

### **REFERENCES**

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

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

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

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

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

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

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

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

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

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

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



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

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

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

### **EDN-103**

## **PSYCHOLOGICAL FOUNDATION OF EDUCATION**

**END TERM- 80**

**MID TERM- 20**

### **OBJECTIVES**

On completion of this course, the students shall able to

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

### **Unit-I Education and School of Psychology**

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

### **Unit-II Learning and Motivation**

Learning theories and their educational implications:- Tolman's theory of learning , Lewin' field theory, Bloom's mastery learning, Ausubel's meaningful learning and Gagne's hierarchical learning .

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

### **Unit- III Intelligence and Creativity**

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

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

#### **Unit- IV Personality and adjustment mechanism**

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

#### **REFERENCES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **EDN-104**

### **RECENT TRENDS AND ISSUES IN EDUCATION**

**END TERM- 80**

**MID TERM- 20**

#### **OBJECTIVES**

On completion of this course, the students shall able to

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

#### **Unit -1 Regulations and Acts in Education**

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

#### **Unit- II Global Trends in Education**

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

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

Role and function of UGC, NCERT,NCTE; autonomy: full autonomy and graded autonomy; Choice Based Credit System(CBCS); Rashtriya Uchchar Shiksha

Abhiyan (RUSA); SWAYAM- an massive open online courses(MOOC); Samagra Shiksha Abhiyan.

#### **Unit-IV Quality Assessment and Assurance**

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

#### **REFERENCES**

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

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

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

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

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

### **EDN-105**

#### **BOOK PREVIEW (PRACTICAL)**

#### **Term End-100**

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

The marks are distributed as follows.

Book Review Report	: 80 Marks	CH-03
Viva-voce	: 20 Marks	CH-02

## **SECOND SEMESTER**

### **EDN-201**

#### **EDUCATIONAL MEASUREMENT AND EVALUATION**

**END TERM – 80**

**MID TERM -20**

#### **OBJECTIVES**

On completion of this course, the students shall able to

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

#### **Unit-1 Measurement and Evaluation**

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

#### **Unit-II Models of Educational Evaluation**

- Goal attainment model
- Judgmental model
- Decision facilitation model
- Naturalistic model

#### **Unit-III Construction and Standardization of Achievement test**

- Construction and standardization of Norm-referenced test
- Construction and standardization of Criterion-referenced test
- Characteristics of good test- Validity, Reliability, Usability  
Objectivity

- Interpretation of test scores. Standard Scores- T-Score, Z-Score, Percentile, Percentile Rank and Grading( Absolute grading and Relative grading)

#### **Unit-IV Test of Measurement**

- Attitude Test
- Aptitude Test
- Intelligence Test
- Interest Test

#### **REFERENCES**

- Anastasi,A.(1976). *Psychological testing*. New York: Macmillan Publishing Co.
- Anderson, L.W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Burke, K. (2005). *How to assess authentic learning*. Thousand Oaks, CA: Corwin.
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- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development \
- Ebel, R.L. & Frisbie,D.A.(1991). *Essential of educational measurement*. New Delhi: Prentice Hall of India Ltd.
- Freeman, F.S. (1962). *Theory and practice of psychological testing*. Oxford IBH Publishing: *New Delhi*.
- Garrett, H.E.(1973). *Statistics in psychology and education*. Bombay: Vakils, Feffers & Simon.
- Gronlund, N.E.& Linn,R.L.(2009). *Measurement and assessment in teaching*. Upper Saddle River, NJ: Pearson Education, Inc.
- Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). *Educational assessment of students* . Upper Saddle River, NJ: Prentice Hall.

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

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

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

Stiggins, R. (2005). *Student-involved classroom assessment*. (4th ed). Columbus, Ohio: Merrill.

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## **EDN-202**

### **EDUCATIONAL MANAGEMENT**

**END TERM – 80**

**MID TERM -20**

#### **OBJECTIVES**

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

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

#### **Unit-I Educational Management**

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

#### **Unit-II Trends in Educational Management**

- Management by Objectives
- Decision making
- Organizational compliance

- Organization development
- Programme evaluation and review techniques
- Modern trends in educational management

### **Unit-III Leadership in Educational Administration**

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

### **Unit-IV Total Quality Management**

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

### **REFERENCES**

- Bhatnagar, R. P. & Aggrawal,V. (2015). *Educational administration*. Meerut: Loyal Book Depot,
- Buch, T. (1980). *Approaches to school management*. London: Harper and Row.
- Chalam, K.S. (2003). *Introduction to educational planning and management*. New Delhi, Anmol Publications Pvt. Ltd.
- Chandrasekharan P. (1997). *Educational planning and management*. New Delhi: Sterling Publishers Pvt. Ltd.
- Deshmukh, A.V. & Naik, A.P.(2010). *School administration and management*. Mumbai.
- Glasser, W.(1990). *The quality school*. New York, NY: Harper Collins Publishers, Inc.
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Mukharjee, S.N.(1970).*Administration of education, planning and finance*. Baroda: Acharya Book Depot.

Mukherjee, P.N.(2006). *Total quality management*. New Delhi: PHI Learning Pvt. Ltd.

Mukhopadhyay, M. (2001). *Total quality management in education*. New Delhi: NIEPA.

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

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

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

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## **EDN-203**

### **CURRICULUM DEVELOPMENT**

#### **MID TERM-20**

#### **END TERM-80**

#### **OBJECTIVES**

On completion of this course, the students shall

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

#### **Unit-I Introduction to Curriculum**

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

## **Unit-II Models of Curriculum Construction**

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

## **Unit-III Curriculum Implementation**

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

## **Unit-IV Curriculum Evaluation**

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

## **REFERENCES**

- Beane, J.A. ,Conrad, E.P. Jr. & Samuel, J.A. (1986). *Curriculum planning and development*.  
Boston: Allyn & Bacon.
- Brady, L. (1995). *Curriculum development*. New Delhi: Prentice Hall.
- Doll, R.C. (1996).*Curriculum development: Decesion-making and process*.  
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- Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*. Boston: Allyn & Bacon, Boston.
- Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY:  
Longman.
- Pratt, D.(1980). *Curriculum design and development*. New York: Macmillan  
Publishing Co. Inc.
- Saylor, J.G., Alexander, W.M. & Lewis, A.J.(1981). *Curriculum planning for better teaching and learning*. New York: Holt Rienehart & Winston.
- Taba, H. (1962). *Curriculum development-theory and practice*. New York:  
Harcourt Brace, Jovanoich.

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

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

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## **EDN-204**

### **PEDAGOGICAL TRENDS AND ISSUES**

**END TERM – 80**

**MID TERM -20**

#### **OBJECTIVES**

On completion of this course, the students shall able to

- a) Understand the process of communication in teaching learning situation.
- b) Explain the importance of traditional pedagogy in present teaching learning environment.
- c) Understand the pedagogical trends from behaviouristic pedagogy to constructivist pedagogy.
- d) Analyze the issues and challenges faced in pedagogical shift at various levels.

#### **Unit-I Teaching, Learning and Communications**

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

#### **Unit-II Traditional Pedagogy**

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

#### **Unit-II Modern Pedagogical Trends**

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

## **Unit-IV Pedagogical Issues and Challenges**

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

### **REFERENCES**

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

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

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

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

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

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

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

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

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### **EDN-205 PROJECT (PRACTICAL) Term End-100**

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

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

They are required to prepare reports on the practical activities and submit the same to the Department 15 days before the practical examination.

The evaluation of work on the report shall be done jointly by an external examiner and the teacher guide.

### **DISCIPLINE SPECIFIC ELECTIVE (DSE)**

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

### **EDN-206(A)**

### **OPEN AND DISTANCE LEARNING**

**END TERM – 80**

**MID TERM -20**

### **OBJECTIVES**

On completion of this course, the students shall able to

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

### **Unit I: Distance Education and its Development**

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

### **Unit II: Intervention Strategies at a Distance**

- Information and Communication Technologies and their application in Distance Education.
- Designing and preparing self-instructional material

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

### **Unit III: Learning at a Distance**

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

### **Unit IV: Quality Enhancement and Program Evaluation**

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

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## **EDN-206(B)**

### **ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT**

**END TERM – 80**

**MID TERM -20**

#### **OBJECTIVES**

The students will be able to

1. Understand the concept, importance scope and aspect of environmental education
2. Know the possible environmental hazards and create awareness about pollutions of environment
3. Develops the attitude towards protection of environment.
4. Develops various methods and strategies for realizing the objectives of environmental education

#### **Unit-I Introduction to Environmental Studies**

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

#### **Unit-II Environmental Hazards**

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

#### **Unit-III Environmental Policies and Practices**

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

## **Unit-IV Human Communities and the Environment**

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

### **REFERENCES**

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

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## **EDN-206(C)**

### **EARLY CHILDHOOD CARE AND EDUCATION**

**END TERM – 80**

**MID TERM -20**

### **OBJECTIVES**

The students will be able to

- Understand the concept of early childhood care and education
- Identify the common types of diseases at early childhood stage
- Analyze the curriculum at pre-school stage



- Evaluate the recommendations given by various organizations on early childhood care and education

### **Unit-I Introduction to Early Childhood Care and Education**

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

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

- Early childhood health care programmes
- Common ailments and diseases in early childhood
- Identification, prevention and remediation of common diseases in early childhood
- Concept and need of balanced diet

### **Unit -III Curriculum at Pre-School Stage**

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

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

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

### **REFERENCES**

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

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## **THIRD SEMESTER**

### **EDN-301**

#### **RESEARCH METHODOLOGY IN EDUCATION**

**MID TERM-20**

**END TERM-80**

#### **OBJECTIVES**

On completion of this course, the students shall able to

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

#### **UNIT-I Introduction to Educational Research**

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

#### **UNIT-II Methods of Educational Research**

- Historical research- meaning, nature, importance and steps
- Descriptive research- meaning, importance, types (Case study, Phenomenological, Ethnographic, Naturalistic inquiry and developmental) and steps
- Survey research- meaning, importance, types and steps

- Experimental research- meaning, characteristics, importance, design, internal and external validity
- Ex-post facto research- meaning, nature, importance and steps

### **UNIT-III Research process**

- Problem- Criteria and sources of identifying problem, Statement of the problem, Delineating and operationalizing variables
- Hypothesis- Meaning, characteristics, types, sources and testing of hypothesis
- Population and Sampling- Meaning, method of sampling
- Tools and techniques- Standard and non standard tools , their importance and development

### **UNIT-IV Research report**

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

### **REFERENCES**

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## **EDN-302**

### **ADVANCED EDUCATIONAL STATISTICS**

**MID TERM-20**

**END TERM-80**

#### **OBJECTIVES**

On completion of this course, the students shall

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

#### **Unit-I Introduction to Educational Statistics**

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

#### **Unit-II Co-efficient of Correlation**

- Biserial correlation
- Point Biserial correlation
- Tetrachoric correlation

- Phi-Coefficient correlation
- Partial correlation
- Multiple correlation

### **Unit-III Parametric Statistics**

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

### **Unit-IV Non-Parametric Statistics**

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

### **REFERENCES**

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- Segal, S. and Castellan, N.J.(1988).*Non parametric statistics for behavioural science*. Singapore: McGraw Hill.

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## **EDN-303**

### **ADVANCED EDUCATIONAL TECHNOLOGY**

**END TERM – 80**

**MID TERM -20**

#### **OBJECTIVES**

On completion of this course, the students shall able to

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

#### **Unit-I Introduction to Educational Technology**

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

#### **Unit-II Models of Teaching and Modification of Teaching Behaviour**

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

#### **Unit-III Instructional System and Strategies**

- Task analysis
- Programme instruction (Linear and Branching)

- Computer assisted teaching
- Team teaching
- Brainstorming

#### **Unit-IV E-learning**

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

#### **REFERENCES**

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- UNESCO (2002). *Information and Communication Technologies in Teacher Education A Planning Guide*. Paris: Author
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## **EDN-304**

### **DEVELOPMENT OF EDUCATION IN INDIA**

**MID TERM-20**

**END TERM-80**

#### **OBJECTIVES**

On completion of this course, the students shall

- a) Understand the development of education in India during ancient period, medieval period and pre-independence period.



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

### **Unit-I Education in Ancient and Medieval Period**

- Vedic period
- Post Vedic period
- Buddhist period
- Muslim period

### **Unit-II Education during British Period**

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

### **Unit-III Education during post independence India(1947-1985)**

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

### **Unit-IV Education during post independence India (After 1986)**

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

### **REFERENCES**

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

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

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

Website, [www.mhrd.gov.in](http://www.mhrd.gov.in)

**EDN-305**  
**PRACTICAL**  
**Term End- 100**

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

Presentation of paper	:	80 Marks	CH-03
Clarification of Points and discussion	:	20 Marks	CH-02

## **INTER DISCIPLINE SPECIFIC ELECTIVE (IDSE)**

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

**EDN-306(A)**

### **PHILOSOPHICAL FOUNDATION OF EDUCATION**

**END TERM – 80**

**MID TERM -20**

#### **OBJECTIVES**

On completion of this course, the students shall able to

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

#### **Unit – 1 Western Schools of Philosophy**

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

#### **Unit- II Indian Schools of Philosophy**

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

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

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

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

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

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- Agrwal, J.C.(2010).*Teacher and education in a developing society*. Delhi: Vikash Publishing House.
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## **EDN- 306(B)**

### **SOCIOLOGICAL FOUNDATION OF EDUCATION**

**END TERM- 80**

**MID TERM- 20**

#### **OBJECTIVES**

On completion of this course, the students shall able to

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

#### **UNIT-I Introduction to Educational Sociology**

Relationship of sociology and education :Meaning and nature of educational sociology, sociology of education, Education-as a social sub system, specific characteristics and function of education, Education and communities with special reference to Indian socialization of the child.

#### **UNIT-II Education in Current Social Context**

Education and modernization,

Education and culture,

Education and democracy,

Education and Privatization.

#### **UNIT- III Education and Social Change**

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

#### **UNIT –IV Education, Values and Morality**

Values – concept, types and their educational implication.

National value enshrined in Indian constitution and their educational implication.

Morality–concept, features and importance; theories and their educational importance- Hedonism, Perfectionism and Rigorism.

## **REFERENCES**

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

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## **EDN-306(C)**

### **PSYCHOLOGICAL FOUNDATION OF EDUCATION**

**END TERM- 80**

**MID TERM- 20**

#### **OBJECTIVES**

On completion of this course, the students shall able to

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

#### **Unit-I Education and School of Psychology**

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

#### **Unit-II Learning and Motivation**

Learning theories and their educational implications:- Tolman's theory of learning , Lewin' field theory, Bloom's mastery learning, Ausubel's meaningful learning and Gagne's hierarchical learning .

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

#### **Unit- III Intelligence and Creativity**

Intelligence theories and their educational implications- Two factor, Multi factor, Structure of intelligence, Triarchic theory of intelligence (Sternberg) Multiple theory of intelligence (Gardner). Creativity – concept, nature stage of development, fostering creativity talents through education.

## **Unit- IV Personality and Adjustment Mechanism**

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

### **REFERENCES**

- Anastasi,A.(2016). *Psychological testing*. New Delhi:Pearson.
- Block, J.H.(1971). *Mastery learning: Theory and practice*. New York: Holt Rinehart and Winston.
- Bloom, B.S.(1976). *Human characteristics and school learning*. New York: McGraw Hill.
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## **FOURTH SEMESTER**

### **EDN-401**

## **HIGHER EDUCATION IN INDIA**

**END TERM – 80**

**MID TERM -20**

### **OBJECTIVES**

On completion of this course, the student shall

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

### **Unit-I Development of Higher Education in India**

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

### **Unit-II Higher Education Institutions**

- Central Universities- Establishment, management and functions.
- State Universities- Establishment, management and functions.
- Deemed to be universities- Establishment, management and functions.
- Private Universities- Establishment, management and functions.

- Institute of National Importance- IIT, IIM, IISc. AND AIIMS

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

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

### **Unit-IV Problems and Reforms in Higher Education**

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

### **REFERENCES**

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## **EDN-402**

### **TEACHER EDUCATION**

**END TERM – 80**

**MID TERM -20**

#### **OBJECTIVES**

On completion of this course, the student shall

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

#### **Unit-I Introduction to Teacher Education**

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

#### **Unit-II Development of Teacher Education in India**

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

#### **Unit-III Teaching as a Profession**

- Teaching as a profession and its characteristics
- Professional growth of teacher- meaning, purpose and strategies
- Teacher Effectiveness- meaning, criteria for assessment and modification of teacher behaviour

- Characteristics of good teacher, professional ethics, autonomy and accountability of teacher
- Evaluation of teacher at different levels-
  - Evaluation by authority
  - Evaluation by students
  - Self evaluation/Personal appraisal
  - Peer evaluation
- Importance of teacher evaluation
- Tools and techniques for teacher evaluation

#### **Unit-IV Quality Concerns and Problems in Teacher Education**

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

#### **REFERENCES**

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## **EDN-403**

### **GUIDANCE AND COUNSELING IN EDUCATION**

**END TERM – 80**

**MID TERM -20**

#### **OBJECTIVES**

On completion of this course, the student-teacher shall

- a) State the concept, need, principles and bases of guidance.
- b) Use various tools and techniques of guidance in appropriate contexts.
- c) Explain the role of school in organizing different guidance programmes.
- d) State the concept, scope and type of counseling.
- e) Narrate the process, tools and techniques of counseling.
- f) State organization of different guidance services .

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

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

#### **Unit-II Tools and Techniques of Guidance**

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

#### **Unit-III Educational Guidance**

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

## **Unit-IV Organisation of Guidance Services**

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

### **REFERENCES**

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### **EDN-404**

### **SPECIAL EDUCATION**

**END TERM – 80**

**MID TERM -20**

### **OBJECTIVES**

On completion of this course, the student-teacher shall

- a) Know about historical background, concept, nature, scope and types of special education.
- b) Explain the types, characteristics, etiology and prevention of physically and sensory handicapped.
- c) State the types, characteristics, etiology and prevention of mentally handicapped.

- d) Explain the types, characteristics, problems and educational programs for Gifted, Creative and Juvenile Delinquents.

### **Unit-I Introduction to Special Education**

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

### **Unit-II Physically and Sensory handicapped**

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

### **Unit-III Mentally Handicapped**

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

### **Unit-IV Gifted, Creative and Juvenile Delinquents**

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

### **REFERENCES**

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Panda, K.C.(1997). *Education of exceptional children*. New delhi: Bookman.

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**EDN-405**  
**DISSERTATION**  
**CH-04**  
**TERM END- 100**

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

The mark shall be distributed as follows

Dissertation: 50 Marks

Viva- Voce : 50 marks

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