SYLLABUS

Master of Arts in Education

2021-2023

School of Education
Ravenshaw University, Cuttack

The Course Structure for M.A (Education) 2021-2023

The duration of MA Education Course shall be of two academic sessions. There will be two semesters in each academic session. In total there will be FOUR SEMESTERS

SEMESTER-I

Paper Code	Name of the Papers	Full Marks			Page No.
		Term Paper	Semester	Total	1-12
1.1.1	Philosophical Perspectives of Education	10	40	50	1-3
1.1.2	Sociological Perspectives of Education	10	40	50	4-6
1.1.3	Advanced Statistics in Education	10	40	50	7-8
1.1.4	Educational Research: Quantitative Perspective	10	40	50	9-11
1.1.5	Practicum: Seminar and Term Paper	10	40	50	12
	Total Marks			250	

SEMESTER-II

Paper Code	Name of the Papers	Full Marks			Page No.
		Term Paper	Semester	Total	13-36
1.2.6	Psychological Perspectives of Education	10	40	50	13-15
1.2.7	Educational Research: Qualitative & Mixed Method Perspective	10	40	50	16-19
1.2.8	Educational Technology and ICT	10	40	50	20-22
1.2.9	Pedagogy of School of Subjects (Any One) English, Odia, Social Sciences, Mathematics and Science	10	40	50	23-35
1.2.10	Practicum: School Internship and Book Review	10	40	50	36
	Total Marks			250	

SEMESTER-III

Paper Code	Name of the Papers	Full Marks			Page No.
		Term Paper	Semester	Total	37-63
2.3.11	History, Politics and Economics of Education	10	40	50	37-39

Semester-I
Paper Code: 1.1.1
PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Full Marks-10+40

Learning Outcomes

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

- compare eastern and western thoughts;

- appreciate the contribution of Great thinkers to the field of education;

- describe the contribution of Philosophy to the field of education;

- evaluate the impact of Western Philosophies on Indian Education; and

- analyze how Neo-liberalism values individualism and not interdependence.

Course contents

Unit-I: Education and Contemporary Philosophical Theories

- Education: Concept, Meaning, Goals, Process and Modes of Education; Relationship between Philosophy and Education, Branches of Philosophy-Metaphysics, Epistemology, Axiology and its Educational Implications.

- Contribution of Idealism, Naturalism, Pragmatism, Realism, Existentialism, Marxism, Critical Theory, Neo-liberalism to Education with reference to Metaphysics, Epistemology and Axiology and their Educational Implications.

Unit-II: Philosophical and Educational Thoughts of Great Thinkers

Contribution of John Dewey, Nel Noddings, Wollstonecraft, M.K. Gandhi, R.N.Tagore, Sri Aurobindo and J. Krishnamurthy to the development of educational thought for social change and national values as enshrined in the Indian Constitution.

Unit-III: Indian Schools of Philosophy

- Common characteristics of Indian Philosophy; Comparison of Eastern and Western Philosophy.

- Sankhya, Yoga, Vedanta, Dayanand Darshan, Buddhism, Jainism and Islamic traditions with reference to Metaphysics, Epistemology and Axiology and their Educational Implications**.**

Essential Readings

Brubacher, John. S., *Modern Philosophies of Education*. New York, USA: McGraw Hill Book Company. Inc.

Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.

Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.

Gutek, Gerald L. (2009). *New Perspectives on Philosophy and Education*. New Jersy, USA: Pearson.

Kneller, George F. *Introduction to Philosophy of Education*. New York, USA: John Wiley and Sons, Inc.

Nayak, B.K *Text Book of Foundation of Education.* Cuttack, Odisha: KitabMhal.

Noddings, N. (2012). *Philosophy of Education (Third Edition).*Colarado, USA: Westview Press.

Ross, James S., *Ground Work of Educational Theory*. London, U.K: Oxford University of London Press Ltd.

Rusk, Robert R., *Philosophical Bases of Education*, London, U.K: Oxford University of London Press Ltd.

Saiyadain, K.G. *Education and social order*. Bombay: Asia Publishing House,.

Taneja, V. R. (2000). *Educational Thought and Practice*. New Delhi: Sterling Publishers.

Suggested Readings

Bigge, Morris, L. *Educational Philisophies for Teachers.* Columbus, USA: Charies E. Merril Publishing Co.

Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) Schooling and the acquisition of knowledge (PP. Hillsdale, NJ: Erlbaum.

Butler J. Donald, *Four Philosophies and their practices in Education and Religion*. New York, USA: Harper & Row.

Matheson, David (2004). *An Introduction to the study of education* (2nd edition). David Fulton Publish.

Nayak, B.K *Text Book of Foundation of Education.* Cuttack, Odisha: KitabMhal.

Noddings, N. (2012). *Philosophy of Education (Third Edition).*Colarado, USA: Westview Press.

Ozman, Howard A., & Craver, Samuel M., *Philosophical Foundations of Education*. Boston, USA: Allyn & Bacon.

Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer. London. USA. Canada.

Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.

Winch, C. (1986). Philosophy of human learning, Routledge, London.

Winch, C. (1st edition). (1996). *Key Concepts in the philosophy of education*. Routledge.

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

Web Sources

http://www.educao.pro.br/;links.htm: Encyclopedia of Philosophy of Ed.

http://www.siu.edu/~dewyctr/: The Center for Dewey Studies

http://www.plato.stanford.edu/: Stanford Encyclopedia of Philosophy.

> ### Semester-I
> ### Paper Code: 1.1.2
> ### SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Full Marks-10+40

Learning Outcomes

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

- establish relationship between sociology and education;

- differentiate education from literacy;

- differentiate educational sociology and sociology of education;

- justify education as a sub-system of society and how other sub-systems affect education;

- critically reflect upon the process of social change in modern India;

- critically evaluate the sociological thoughts of some modern sociologists and their implication for education;

- reflect upon various sociological theories and their educational implications;

- appreciate the importance of education for national integration and international understanding in a diverse social context; and

- explain the process of equalization of educational opportunity and the steps taken towards its attainment.

Course Contents

Unit-I: Sociology and Education

- Relationship between Sociology and Education; Meaning and nature of Educational Sociology and Sociology of Education.

- Education as a social sub-system and Social institutions: Concept, types and their functions: Home, School, Community, State, Religion and Culture and Politics.

- Education and socialization.

Unit-II: Theories and thinkers in Sociology of Education

- Thoughts of Paulo Freire, Ivan Illich, Pierre Bourdieu and Savitribai Phule.
- Sociological Theories: Functionalism, Conflict Theory, Interactionism and Postmodernism.
- Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory).

Unit-III: Indian Social Structure and Education

- Education and modernization with reference to Indian society.
- Education in diverse social context: multiculturalism and multilingualism.
- Educational Opportunity and Participation in Education: Advantaged Groups and Disadvantaged Groups (Scheduled Castes, Scheduled Tribes, Women, Eunuchs, Minority and CWSN).

Essential Readings

Anand, C.L. et.al. (Ed.) (1983). Teacher and Education in Emerging in Indian Society. New Delhi: NCERT.

Coser, L.A. (1996). Masters of Sociological Thoughts Ideas in Historical and Social Context. Jaipur: Rawat Pub.

Delor, J. (1996). Learning: The Treasure Within - Report to UNESCO of the International Commission. Paris: UNESCO.

Deshpande, S. (2004). Contemporary India: A Sociological View. New Delhi: Penguin

Gore, M. S., Desai, I.P. and Chitnis, S. (Eds.). (1967). The Sociology of Education in India. New Delhi : National Council of Educational Research and Training.

Illich, I. (1996). *Deschooling Society*. Marion Boyers, London.

Kumar, K. and Oesterheld, J. (Eds.) (1995). Education and Social Change in South Asia. New Delhi: Orient Longman.

Mathur, S. S. (2000). A sociological Approach to Indian Education. Agra :VinodPustakMandir

Shukla, S. and Kumar, K. (Eds.) (1985). Sociological Perspectives in Education: A Reader. Delhi: Chanakya Publications, 1985.

Suggested Readings

Apple, M.W. (2007). Whose Markets, Whose Knowledge? In Sadovnik, A.R. (Ed.) Sociology of Education A Critical Reader. New York: Routledge.

Apple, M.W., et al. (Ed.) (2010). The Routledge International Handbook of the Sociology of Education. London: Routledge.

Aron, Reymond (1965-67). Main Currents in Sociological Thought. Vol. I and II, Penguin.

Bourdieu, P. (1966). *The state nobility: Elite schools in the field of power*. Cambridge: Polity Press.

Collins, R. (2007). Functional and Conflict Theories of Educational Stratification. In Sadovnik, A.R. (Ed.) Sociology of Education A Critical Reader. New York: Routledge.

Cooley, Charles Horton (1966). Social Process. Carbondale: Southern Illinois University Press.

Fletcher, R. (1971): The Making of Sociology, Vol. I and II. London: Michael Joseph Ltd.

Hughes, John A., Martin, Peter J. and Sharrock, W. W. (1995). Understanding Classical Sociology - Marx, Durkheim and Weber. London: Sage.

Lemert, C. (Ed.) (2004). Social Theory The Multicultural and Classical Readings. New Delhi: Rawat Pub.

Ministry of Education (1966). Education and National Development. Report of the Education Commission 1964-66. New Delhi: MHRD.

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> **Semester-I**
> **Paper Code: 1.1.3**
> **ADVANCED STATISTICS IN EDUCATION**

Full Marks-10+40

Learning Outcomes

After completion of the course, the students shall be able to:

- Convey the essential characteristics of a set of data by representing in tabular and graphical forms;

- Compute relevant measures of average and measures of variation;

- Spell out the characteristics of normal probability of distribution;

- Examine relationship between and among different types of variables of a research study;

- calculate the significant difference between two sets of independent and correlated samples; and

- Test the hypotheses based on sample statistics.

Course Contents

Unit-I: Descriptive Analysis of Quantitative Data

- Data- Types, sources of educational data, and graphical representation of data

- Scales of Measurement- Nominal, Ordinal, Interval and Ratio

- The Normal curve and Standard scores- characteristics of Normal Probability Curve (NPC) and its application. Standard scores- Z-score and T-score

- Examining Relationship- Meaning and types of correlation. Computation of: Rank Difference, Product Moment, Bi-serial, Point Bi-serial, Phi-Coefficient, Partial and Multiple Correlation.

Unit-II: Inferential Statistics

- Concept of Parameter and Statistics, Sampling Error, Standard Error
- Testing of Hypothesis: Null and Alternative hypothesis, Types of Error (Type-I and Type-II). Level of significance, degrees of freedom, one tailed and two tailed tests. Significance difference between two means (Independent and Correlated Samples)
- Power of a statistical test and effect size
- Analysis of Variance (ANOVA)- one way, assumptions, computation and uses

Unit-III: Non-Parametric Statistics

- Concept of Non-parametric statistics
- Chi-square test and its uses
- Sign test, Run Test, Median Test and k-s test
- Advantages and limitation of Non-parametric statistics

Essential Readings

Aggarwal, Y.P. (2009) Statistical Methods:Concepts,Application and Computation.New Delhi: Sterling Publishers Pvt. Ltd**.**

Ferguson, G.A. (1971). *Statistical Analysisin Psychology and Education.*Kogakusha, Tokyo: McGraw-Hill

Garrett, H.E. (1971). *Statistics in Psychology and Education.* New Delhi: Paragon International Publisher

Guilford, J.P. &Fruchter, B. (1981). *Fundamental Statistics in Psychology and Education.* New York: McGraw Hill

Mangal, S.K. (2008). *Statistics in Education and Psychology*. New Delhi: Prentice-Hall of India Private Limited

Seigel. S. & Castel Ian N.J. (1988). *Non-parametric statistics for the Behavioral Science.* Singapore: Graw- Hill Book Co.

Suggested Readings

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.

Semester-I
Paper Code-:1.1.4
EDUCATIONAL RESEARCH: QUANTITATIVE PERSPECTIVE

Full Marks-10+40

Learning Outcomes

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

- describe the meaning, nature and scope of educational research;

- differentiate basic, applied and action research;

- select and explain the method appropriate for a research study;

- conduct a literature search and develop a research proposal;

- formulate hypotheses for their studies;

- employ sampling designs appropriate to their study.

Course Contents

Unit-I: Introduction to Educational Research

- Meaning, nature and scope of educational research.

- Scientific method: Meaning characteristics and steps; Replicability, Precision, Falsifiability and Parsimony; Types of scientific method: Exploratory, Explanatory and Descriptive.

- Types of research: Basic, Applied and Action research.

- Approaches to educational researches: Quantitative and Qualitative.

- Variables: Meaning of Concepts, Constructs and Variables; Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator).

- Research problem: Selection, Sources, Characteristics, and Conceptualization

- Review of literature: Purpose and sources-primary and secondary; conducting literature review;

- Hypothesis: Meaning, Purpose, Characteristics, Types, Formulation and Testing

Unit –II: Research Methods

- Descriptive Method: Definition, purpose and process; Types of descriptive studies

- Experimental Method: Nature; Variables in experimental research - independent, dependent and extraneous; Experimental designs; Internal and external validity.

- Causal comparative Method: Definition and purpose; Design and procedure; Data analysis and interpretation.

Unit-III: Sampling, Data Collection and Report Writing

- Population and sample: Concept; Characteristics of a good Sample, Methods of sampling: Probability and non-Probability; Sampling error.

- Sources of data: Primary and Secondary.

- Tools of Research: Tests, Inventories and Scales- types, construction and uses; Questionnaire: Forms, principles of construction and administration;

- Developing research proposal: General consideration-the ethics of research, legal obligations, cooperation; components-introduction, methodology, data analysis, expected outcomes;

- Writing research report: General Guidelines; Format of research report (Journal Article, Thesis and Dissertation); APA reference style; Evaluation of research report.

Essential Readings

Ary, D., Jacobs, L. C., &Razavieh, A. (2002). *Introduction to research in education* (6th ed.). Belmont, CA : Wadsworth/Thomson Learning.

Best J.W. and Kahn, J. V. (2006). *Research in Education*., 9th Ed. New Delhi: Pearson Education Inc.

Bhandarkar, P.L. and Wilkinson,T.S. (2010). *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.

Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: SAGE Publication.

Ferguson, G.A. (1971). *Statistical Analysisin Psychology and Education.*Kogakusha, Tokyo: McGraw-Hill.

Gay, L.R. (1990). *Educational Research-Competencies for Analysis and Application* (3rd Ed.), Macmillan Publishing Company, New York.

Kaul, L. (1984). *Methodology of Educational Research.* New Delhi: Vikas Publication

Kerlinger, F.N. (1973). *Foundation of Behavioral Research.* New York: Holt Rinehart & Winston.

Rao, Usha. (2007). *Action Research.* Himalaya Publishing House, New Delhi.

Suggested Readings

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

Moore, G.W. (1983). *Developing and Evaluating Educational Research.* Canada: Little Brown & Co.

Ravid, Ruth. (2000). *Practical Statistics for Education*. New York: University Press of America.

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M.A. (Education)
Semester-I
Paper: 1.1.5
PRACTICUM: SEMINAR

Full Marks-10+40

Seminar Presentation

Each student is expected to develop two seminar papers on the topic of his/her choice with research evidence and in-text references. The seminar papers will be presented by using presentation tools along with submission of full papers in hard copy authenticated by supervisors. One seminar paper will be presented in small group and another paper will be presented in whole group. Marks shall be awarded to each student on the basis of relevance of the paper, standard and quality of the paper, style of presentation and clarification of doubts raised by the participants. Participation of all students is mandatory.

Distribution of marks shall be as follows:

Internal: 10 Marks

Two Seminar Papers: 2 X 20=40 Marks

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Semester-II
Paper Code: 1.2.6
PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

Full Marks-10+40

Learning Outcomes

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

- describe the contribution of different schools of psychology to education;

- explain various theories of learning with their educational implications;

- explain the concepts and theories of motivation;

- elaborate the concept of growth and development and underlying theories with educational implications;

- describe about the concept, theories and measurement of intelligence;

- explain the process of thinking, problem solving and creativity and underlying theories; and

- describe the concept, theories and assessment of personality.

Course Contents

Unit-I: Schools of Psychology, Learning and Motivation

- Contribution of different Schools of Psychology to education: Behaviourism, Cognitivism and Social theories of learning- Ausubel's theoryof meaningful verbal learning, Bruner's theory of instruction, Gagne's hierarchy of learning, Bandura's theory of Social learning, Vygotsky's Socio-cultural theory of learning.

- Motivation: concept, types and theories-Theory of Achievement Motivation and Maslow's theory of self-actualization.

Unit-II: Human Development and Diversity

- Growth and Development: Concept and principles, Cognitive Processes and stages of Cognitive Development, Personality: Definitions and theories (Freud, Carl Rogers, Kurt Koffka), Mental health and Mental hygiene.

- Intelligence: Concept, Theories-Thorndike, Spearmen, Thurstone, Guilford, Sternberg and Gardner; Goleman's theory of Emotional Intelligence. Assessment of Intelligence.
- Concepts of problem solving, critical thinking, metacognition and creativity.

Unit- III: Mental Health and Guidance

- Mental Health and Hygiene: Concept; Nature of Adjustment, Conflicts and Defense Mechanism; Conflict management.
- Guidance and Counselling: Nature, Principles and Need, Types of guidance -Educational, Vocational, Personal, Health and Social & Directive, Non-directive and Eclectic), Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person-centred Counselling (Carl Rogers) - Theories of Counselling (Behaviouristic, Rational, Emotive and Reality).

Essential/Suggested Readings

Bernard, P.H., Mental Health in the class room, McGraw Hill, New York, 1970.

Biehier, R.F. & Snowman, J., Psychology Applied to Teaching, Houghton MIflin, New York, 1997.

Bigge, M.L., Psychological Foundations of Education, Harper and Row, New York, 1985.

Dash,M.&Dash,N., Fundamentals of Educational Psychology, Atlantic Publishers & Distributors (P)Ltd., New Delhi, 2006.

Dececco, J.P. & Crawford, W.R., Psychology of Learning and Institution, Prentice Half of India, New Delhi, 1997.

Gage, N.L. &Bertiner, P.C., Educational PsychologicalHougnton Mifflin, New York, 1988.

Good T., Educational Psychology, Longman, New York, 1990.

Klausrneir, H.J. & Goodwin, W.-Learning and Human Abilities, Harper & Row, New York, 1975.

Lafrancos, G.R., Psychology for Teaching, Wordsworth Inc., California, 2000.

Lindgren, H.C. Educational Psychology in? The Classroom, Oxford University Press, New York, 1980.

Mangal, S.K. Advanced Educational Psychology, Prentice Hall of India, New Delhi, 2002.

Mouly, G.J., Psychology for Teaching, Allyn & Bacon, Boston, 1982.

Rothstein, PR, Educational Psychology, McGraw Hill, New York,1990.

Sahakian, W.S., Introduction to the Psychology of Learning, Rand *McNally,* Illinois, 1976.

Seifert, K.L., Educational Psychology, Houghton Mifflin, Boston, 1983.

Sprint hall, RC. & Sprint hall, NA, Educational Psychology, Development Approach, McGraw Hill, New York, 1990.

Salvin, R, Educational Psychology. Theory into Practice, Prentice hall, Englewood Cliffs, N.J., 1990.

Woolfolk, A. Educational Psychology. Allyn & Bacon, Bosson, 1998.

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Semester-II
Paper Code: 1.2.7
EDUCATIONAL RESEARCH: QUALITATIVE AND
MIXED METHOD PERSPECTIVE

Full Marks-10+40

Learning Outcomes

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

- aware of importance and need of Qualitative Research in Education;

- familiar with the nature of different types of Researches in Education;

- situate themselves in a research perspective(s);

- learn the reasoning and its use in research;

- select the suitable problem for qualitative research;

- explore the basic issues that confront qualitative researchers;

- explore various lenses for defending, doing and evaluating Qualitative Inquiry; and

- explain means by which Qualitative Research data are collected, analyzed, described, and displayed.

Course Contents

Unit-I: Conceptualizing Qualitative and Mixed Methods Research

- Concept and Nature of Qualitative and Mixed Methods Research.

- Strength and weakness of Quantitative, Qualitative and Mixed Methods Research.

- Methods of Qualitative Research: Historical, Phenomenology, Ethnography, Grounded Theory, Case Study, Narrative Research Designs.

- Methods of Mixed Research: Characteristics, Designs, Steps, Strengths and Weakness, Types; Triangulation, Explanatory sequential, Exploratory sequential, Embedded, Transformative and Multiphase Designs.

Unit-II: Sampling Strategies and Tools and Technique of Data Collection

- Sampling Strategies.

- Data Collection: Tools and Technique-Questionnaire, Interview, Observation, Focus Group Discussion, Photographs, Anecdotes, Field diary

- Establishing Validity: Internal Validity vs Credibility; External validity vs Transferability; Reliability vs Dependability; Objectivity vs Conformability.

Unit-III: Data Analysis and Report Writing

- Organizing Data, Categorizing Data, Protecting Data, Displaying Data, Concept Mapping.

- Content analysis, Inductive Analysis-Creative Synthesis.

- Qualitative Data Analysis - Data Reduction and Classification, Analytical Induction and Constant Comparison, Triangulation.

- Report Writing and Evaluation.

Essential Readings

Becker, Howard S. (1996). *The epistemology of qualitative research*. Pp.53-71 in Richard Jessor, et al. (Ed.), *Ethnography and Human Development*, Chicago: University of Chicago Press.

Bhandarkar, P.L. and Wilkinson,T.S. (2010). *Methodology and Techniques of Social Research*, Himalaya Publishing House, New Delhi

Bogdan, R.C. &Biklen, S.K. (1998). *Qualitative Research for Education: An Introduction to Theory and Methods* (3rd ed.). Boston, MA: Allyn and Bacon

Creswell, J. W. (2007). *Qualitative inquiry & Research Design: Choosing among five approaches.* Thousand Oaks, CA: Sage Publications.

Creswell, J.W. (1994). *Research Design: Qualitative & Quantitative Approaches.* Thousand Oaks, CA: Sage Publications.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2003). *Strategies of qualitative inquiry* (2nd ed.). Thousand Oaks, CA: Sage.

Denzin, N.K. (1971). *The Logic of Naturalistic Inquiry.* Social Forces, vol. 51, 166- 1 182.

Denzin, N.K., & Lincoln, Y.S. (Eds.).(1994). *Handbook of Qualitative Research.* Newbury Park, CA: Sage.

DeWalt, K. M. &DeWalt, B. R. (2002). *Participant observation*. Walnut Creek, CA: AltaMira Press.

Flick, Uwe (1996). *An Introduction to Qualitative Research.* London: Sage Publication

Fox, D. J. (1969). *The Research process in Education.* New York: Holt Rinehart and Winson Inc.

Guba, E.(1990). *The Paradigm Dialog*. Beverly Hills, CA: Sage.

Guba, E. G., & Lincoln, Y. S. (1994). *Competing paradigms in qualitative research.* In N. K. Denzin& Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). London: Sage.

Glesne, C. &Peshkin, A. (1992). *Becoming qualitative researchers.* NY: Longman

Jamesick, V.J. (1998). *"Stretching" Exercises for Qualitative Researchers.* Thousand Oaks, CA: Sage Publications.

Jorgensen, O. (1989). *Participant Observation*. Thousand Oaks, CA: Sage ublications.

Marshall, C. &Rosman, G. (1994). *Designing Qualitative Research*. Thousand Oaks, CA: Sage Publications.

Miles, M. B. &Huberman, A. M. (1994). *Qualitative Data Analysis*. Thousand Oaks, CA: Sage

Mouly, G.J. (190). *The Science of Educational Research* (2nd ed.). New York: Van Nostrand Reinhold Company.

Moustakas, C. (1994). *Phenomenological Research Methods.* Thousand Oaks, CA: Sage Publications.

Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.

Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods.* Beverly Hills, CA: Sage.

Travers, Robert M.W. (1978). *An Introduction to Educational research* (4ᵗʰ edition). London: MacMillan.

Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding *Educational Research: An Introduction*. New York: McGraw Hill.

Suggested Readings

Kuhn, T.S. (1970). *The Structure of Scientific Revolutions*. (2nd ed.) Chicago: University of Chicago Press.

Lincoln, Y.S., &Guba, E.G. (1985). *Naturalistic inquiry.* Beverly Hills, CA: Sage. This text outlines the positivist and naturalist research paradigms.

Minnis, J. R. (1985). Ethnography, case study, grounded theory, and distance education research. *Distance Education, 6,* 189-198. Minnis explores the possibility of expanding the research base through the use of accepted qualitative methodologies.

Patton, M. Q. (1992). Ethnography and research: A qualitative view. *Topics in Language Disorders, 12,*1-14. (This article describes the functions of ethnography in the fields of education and communication disorders.)

Patton, M. Q. (1980). *Qualitative evaluation methods.* Beverly Hills: Sage.(This book is an in depth study of qualitative research from conceptual issues to data analysis.)

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Semester-II
Paper Code- 1.2.8
Educational Technology and ICT

Full Marks-10+40

Learning Outcomes

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

- explain the nature, concept and scope of educational technology, ICT in education and instructional technology.
- describe the application of educational technology, ICT and Instructional Technology.
- establish the relationship between various learning theories and instructional strategies.
- describe the concept and application of Open Educational Research (OER).
- understand the ethical issues for e-learner and e-teacher in teaching learning and research.
- describe the application of ICT in evaluation, administration and research.

Course Contents

Unit-I: Educational Technology and ICT in Education

- Concept, meaning and nature of educational technology and ICT in education.
- Scope of ICT in Education: Teaching learning process, assessment, communication, research, educational management and administration, capacity building.
- Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology.
- Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.

Unit-II: Systems Approach to Instructional Design

- Meaning and concept of system approach to instructional design.
- Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's).
- Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky).
- Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design.

Unit-III: Emerging Trends in E- learning

- Concept of E-learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning).
- Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum)
- Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application).
- E Inclusion - Concept of E Inclusion, Application of Assistive technology in E-learning, Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003).
- Recommendations of NEP 2020

Essential Readings

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

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

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

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

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

UNESCO (2008). *Capacity Building for ICT Integration in Education.* Retrieved from http://portal.unesco.

UNESCO (2008). *ICT Competency Standards for Teachers: Policy Framework.* Retrieved from http://portal.unesco.

Suggested Readings

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

Mishra, P. and Koehler, M.J. (2006). Technological pedagogical content knowledge: A framework for integrating technology in teacher knowledge. *Teachers College Record*, 108 (6), 1017-1054.

Mishra, S. (2008). Developing E-Learning Materials: Some Pedagogical Concerns. *Indian Journal of Open Learning*, 17 (2).

Resta, P. (Ed.) (2002). *Information and Communication Technologies in Teacher Education: A Planning Guide.* Paris: UNESCO.

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

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

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Semester-II
Paper Code: 1.2.9
Method of Teaching (Theory)
(Anyone of the following Methods)
A. METHOD OF TEACHING ENGLISH
B. METHOD OF TEACHING ODIA
C. METHOD OF TEACHING SOCIAL SCIENCES
D. METHOD OF TEACHING MATHEMATICS
E. METHOD OF TEACHING SCIENCE

Full Marks-10+40

A. METHOD OF TEACHING ENGLISH

Learning Outcomes

After completion of course the students shall be able to:

- explain place of English language in India;

- describe English as a second language in the multi lingual syllabus India;

- explain different methods of teaching English;

- apply different teaching skills in the classroom; and

- develop lesson plans, micro lesson plans, TLM for teaching English as Second Language.

Course Contents

Unit-I: English as the second language in India

- The impact of the Renaissance and Reformation on the growth of the English Language.

- The rise and growth of Standard English.

- Position of English: Pre and Post independence.

- Importance of English language; comparison of English and mother tongue based learning.

- Status of English as a subject of study in the present curriculum.

- Aims and objectives of teaching English at different level.

- English language teaching: Problems and issues.

Unit-II: Methods, Approaches and Strategies

- Grammar-cum-translation method

- Direct method

- Bilingual method

- Structural approach

- Communicative approach

- Strategies: Lecturing, Language Games, Role play and Dramatization, Collaborative Learning, Ability Grouping, Group Work and Pair Work, Learning through Narratives and Discourses, 5E Instructional Design, ICON Instructional Design, Concept Mapping and Brain Storming.

UNIT-III: Developing Language Skills

- Listening Skill: Tasks of developing Listening Comprehension

- Speaking Skill: Tasks for developing Speaking skills.

- Reading skill: Types of Reading, Reading Strategies to develop reading Comprehension.

- Writing Skill: Strategies to improve writing skill, Qualities of good writing (simplicity, logicality and organization in writing), Creative writing.

- Strategies for teaching of prose, poetry, grammar and non-detailed text

- Supplementary Skill: Reference Skills (e.g. using Dictionaries, Thesaurus and Encyclopedias).

- Lesson deliver strategies: developing lesson plan, micro lesson plan and use of teaching aids.

- Evaluation of language learning.

Essential Readings

Kohli, A.L (2010) *Techniques of Teaching English.* New Delhi: DhanpatRai publishing Company

Jain, R.K (1994) *Essentials of English Teaching*, Agra: VinodPustakMandir

Sharma, K.L(1970) *Methods of Teaching English in India*. Agra :Laxmi Narayan Agrawal

Shrivastava, B.D(1968) *Structural Approach to the Teaching of English*. Agra: Ramprasad and Sons

Baruah, T.C (1984) *The English Teacher's Handbook.* New Delhi: Sterling Publishers Pvt.Ltd,

Bista, A.R(1965) *Teaching of English. Sixth Edition*. Agra: VinodPustakMandir

Billows, F. L. (1975). *The Techniques of Language Teaching.* London: Longman

Mukalel, Joseph C. (2009). *Approaches to English Language Teaching.* New Delhi: Discovery Publishing House Pvt Ltd.

Suggested Readings

Bright, J.A(1976) *Teaching English as Second Language.* London: Long Man Group

Catarby, E. V (1986) *Teaching English as a Foreign Language in School Curriculum India*, New Delhi: NCERT

Dash, N. & Dash, M. Teaching English As An Additional Language. Atlantic Publishers &Distributors(P) Ltd., New Delhi, 2007

Pal, H.R and Pal, R(2006) *Curriculum – Yesterday, Today and Tomorrow*, New Delhi: Shipra Publications

Joyce , Bruce and Weil, Marsha (2003). Models of Teaching. New Delhi: Prentice Hall of India Pvt. Ltd.

Agnihotri R. K. and Khanna A. L. (1994). Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India. New Delhi: Sage Publications.

Allen, H.B. (1965). Teaching English as a second language: A book of readings. New York: McGraw-Hill.

Hudelson, Sarah. (1995). English as a Second Language Teacher Resource Handbook. A Practical Guide for K-12 ESL Programs. California.: Corwin Press, Inc.

B.METHOD OF TEACHING ODIA

Learning Outcomes

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

- explain the concept of Mother Tongue;
- justify the importance and objectives of teaching Mother Tongue(Odia) at Secondary Stage;
- describe various pedagogical approaches of language teaching;
- prepare subject specific lesson plan for improvement of language skills; and
- plan and construct test to asses language skills and content areas.

Course Contents

UNIT-I: Importance, Place & Language Policy of Teaching Mother Tongue (Odia)

- Concept of Mother Tongue and role of Mother Tongue in the life of an individual.
- Place of mother tongue in school curriculum.
- Aims and objectives of teaching Odia at School level.
- Odia as medium of instruction (as first language and second language).
- Multilingualism and importance of mother tongue.
- Home/first language as envisaged in NCF-2005.

UNIT II: Methods of teaching Odia

- Traditional and modern approaches of teaching Odia.
- Different approaches of teaching Odia; reading and comprehension method, recitation and narration method, play-way method, activity method, dramatization method &interactive and communicative approach; Creative writing in Odia.
- Preparation of lesson plan using 5E and ICON design model.

- Preparation of lesson plan on prose, poetry, grammar andnon-detailed of Odia.

Unit III: Teaching aids and assessment for teaching Odia

- Importance of teaching aids and types of teaching aids for teaching Odia.

- Educational uses of different teaching aids.

- Assessment of specific language skills.

- Tools of assessment in Odia language.

Essential Readings

Daswani, C. J. *Language Education in Multilingual India*. New/Delhi (UNESCO)

Kocchar, S.K. *Teaching of Mother Tongue.* Sterling Publishers, New Delhi.

Mathur, S.A. *Sociological Approach to Indian Education*. VinodPustakBhandar, Agra.

Nayak, B.; Mohanty, J.(1999): *Odiabhasa O SahityaraBhitibhumi O ShikshyadanPadhati*. Jagannath Process, Toni Road, Cutack-2.

Palmer, H.P. *Principles of Language Teaching.* George G. Harrep and Co. Ltd.

Rybum, W.M.(1926). *Suggestions for the Teaching of Mother Tongue*. OUP.

Saiyadain, K.G. *Education and Social Order.* Asia Publishing House, Bombay.

Suggested Readings

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

http://modersmal.skolverket.se/engelska/index.php/mother-tongue-education

http://en.wikipedia.org/wiki/Language_education

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C. METHOD OF TEACHING SOCIAL SCIENCES

Learning Outcomes

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

i. Upgrade and update his knowledge of social studies by acquainting himself with various concepts;

ii. Develop the ability of critical and logical thinking;

iii. Acquainted with principles of formulating curriculum and preparation of text books in social studies;

iv. Acquainted with different methods, approaches ,and techniques of teaching social studies;

v. Formulate lesson planning for development of concepts and subject specific skills;

vi. Develop co-operation/collaboration/ability to work with others ,social, economic, cultural, and political environment; and

vii. Develop capacity for independent critical thinking including identifying/exploring fundamental relationships, making inference predicting consequences, suggestions, alternative methods of problem solving as when necessary.

Course Contents

Unit-I: Conceptual Framework of Social Science

- Meaning, nature and scope of social science as envisaged in NCF-2005.
- Aims, objectives and importance of teaching social sciences in school education.
- Place of social science in school curriculum.
- Identification of values/competencies/skills to be developed through social sciences.
- Correlation of social sciences with allied subjects.

Unit-II: Social Science Curriculum and Methods

- Principles of curriculum construction in social sciences.
- Organization of curriculum in social sciences.
- Methods of teaching social sciences: problems solving, project, source, narration-cum-discussion, lecture-cum-demonstration, observation, dramatization, field trip, laboratory method, environmental approach.

Unit-III: Instructional Aids, Lesson Plan and Evaluation

- Instructional Aids: Maps, Charts, Models, Timeline and other audio-visual aids.
- Lesson planning- 5E and ICON Design model.
- Pedagogical analysis of some contents in social sciences.
- Evaluation Techniques in Social Science.

Essential Readings

James H. (1953). *The Teaching of Social Studies in Secondary Schools*. . London, UK: Longman Green & Co.

Kochhar, S.K. (1970). *Methods of Teaching Social Studies.* New Delhi, India: Sterling Publication.

Kochhar, S.K. *Teaching of History*.Delhi, India: Sterling Publishers Pvt. Ltd.

NCERT. (1970). *Teaching of History of Secondary Schools*. New Delhi, India: Author.

Taneja,V.R.(1970). *Fundamentals of Teaching Social Studies*. Mahendra Capital Publishers.

Verma, O.P.(1984). New Delhi, India: Sterling Publishers Pvt. Ltd.

Verma,O.P.&Vedanayagam E.G. *Geography Teaching.* New Delhi, India: Sterling Publishers Pvt. Ltd.

Suggested Readings

Banks James, A. (1997). *Teaching Strategies for the Social Studies Enquiry, Valuing and Decision Making* .Massachusets,USA: Addition- Westely Publishing Co. Reading.

Bining&Binning.(1952). *Teaching of Social Studies in Secondary Schools*. New York,USA: McGraw Hills.

Burston,W.H.(1963). *Principles of History Teaching.* New Fetter Lance : Methuen & Co. Ltd.II.

Choudhury, K.P. (1975).*The effective Teaching of History*. New Delhi,India: NCERT.

DhamiajaNeelam.(1993). *Multimedia Approaches in Teaching Social Studies*. New Delhi,India:Harmer Publishing House.

 James H. (1953). *The Teaching of Social Studies in Secondary Schools*. . London,UK: Longman Green & Co.

Kochhar, S.K. (1970). *Methods of Teaching Social Studies.* New Delhi, India: Sterling Publication.

Kochhar, S.K. *Teaching of History*.Delhi,India: Sterling Publishers Pvt. Ltd.

NCERT. (1970). *Teaching of History of Secondary Schools*.NewDelhi,India: Author.

NCERT.(1966). *A Handbook for History Teachers*.Bombay:India: Allied Publishers.

Taneja,V.R.(1970). *Fundamentals of Teaching Social Studies*. Mahendra Capital Publishers.

Verma, O.P.(1984). New Delhi,India: Sterling Publishers Pvt. Ltd.

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.

Yagnik, K.S.(1966). *The Teaching of Social Studies in India*. Bombay,India: Orient Longman Ltd.

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D. METHOD OF TEACHING MATHEMATICS

Learning Outcomes

After completion of the course, the students shall be able to:

- explain the nature and scope of mathematics;
- identify different types of proof in mathematics and their application to solving mathematical problems;
- appreciate the role of mathematics in day-today life;
- relate the mathematical concepts with other school subjects;
- achieve the mastery over the methods, strategy and approaches for transacting the contents of mathematics;
- create the constructivist learning environment in the classroom;
- develop learning-centred lesson plans and prepared content-enrich teaching learning materials;
- integrate alternative assessment techniques in teaching mathematics;
- develop mathematics achievement test and acquire of the scoring procedure; and
- analyzelearners learning difficulties and develop remedial strategies to meets needs of slow learners and to develop enrichment materials for the advanced learners.

Course Contents

Unit-1: Nature and Scope of Mathematics

- Aims and Objectives of teaching Mathematics at various levels.
- Instructional objectives in teaching mathematics.
- constructivist approach in teaching of Mathematics.
- Role of Mathematics; Mathematization; Aesthetic aspect of Mathematics.
- Importance of mathematics and its value in daily life- utilitarian, disciplinary, cultural, etc.

- Interrelationship of mathematics with other subjects at the secondary level.
- Changing trends of teaching Mathematics with reference to NCF-2005.

Unit-II: Methods and Approaches of Learning Mathematics

- Methods of teaching Mathematics- Inductive and Deductive; Analytic and Synthetic; Problem Solving; Competence based approach.
- Approaches of learning Mathematics: co-operative approaches; constructivist approaches- pedagogical principles, interventions.
- Strategies of constructivist approaches- 5E'S learning model, ICON design model, Concept mapping and Self regulatory.
- Integration of different mathematical content through activities.

Unit-III: Planning for Teaching and Assessment in Mathematics

- Planning for teaching Mathematics: Unit plan, Lesson plan, Development of Teaching Learning Materials(TLMs) and planning of content enrichment activities.
- Alternative assessment in Mathematics: observation, portfolio, concept mapping, assignment, rubric and project.
- Development of diagnostic test and planning for remediation.

Essential Reading

Cooper, B. (1985). Renegotiating Secondary School Mathematics. The Hamer Press: East Sussex

James, A. (2003). Teaching of Mathematics. Neel Kamal Publication: Hyderabad

Michel. (1982). Teaching Mathematics. Nicholos Publication Co: New York

Sidhu, K.S (1985).Teaching of Mathematics. New Delhi: Sterling publication

Suggested Reading

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

NCERT (2005). Position paper of National Focus Group (NFG) on Examination Reform. NCERT: New Delhi

Scopes, P.G. (1973). Mathematics in Secondary Schools- A Teaching Approach. Cambridge: Cambridge University Press

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E.METHOD OF TEACHING SCIENCE

Learning Outcomes

After completion of the course, the student will be able to

- Gain insight on the meaning nature, scope and objective of science education;
- Appreciate science as a dynamic body of knowledge ;
- Appreciate the fact that every child possesses curiosity about his natural surroundings;
- Identify and relate everyday experiences with learning science;
- Appreciate various approaches of teaching learning of science;
- Employ various techniques for learning science;
- Use different activities likedemonstration ,laboratoryexperiences observation, exploration for learning of science;
- Facilitate development of scientific attitudes in learner; and
- Construct appropriate assessment tools for evaluating science learning.

Course Contents

UNIT-I: Science as a Discipline

- Structure of Science: Facts, Concepts, Hypothesis, Theory, Law,
- Nature of science: Basic principles
- Method of scientific inquiry
- Correlation of Science with other subjects
- Relationship between science, technology and society
- Theoretical basis of school science education
- Aims , Objectives and values of teaching science at secondary level
- Development of scientific attitude

UNIT–II: Curriculum and Learning Resources in Science

- Science curriculum as envisaged in NCF-2005
- Place of science in the school curriculum at the secondary schools of Odisha
- Identification of learning resources from immediate environment and preparation and use of learning material,
- Exploring alternative resources
- Formal and non formal collection of materials.
- Use of ICT in teaching and learning of science
- Teaching Learning Materials and improvised Apparatus: Importance and Construction

UNIT- III: Instructional Planning &Evaluation for Teaching Learning of Science

- Models of teaching: Scientific Inquiry; Concept attainment
- Approaches in Science Teaching- Inductive-Deductive, Constructivist
- Methods of Science teaching- Lecture cum Demonstration method, Project method, Heuristic Method, Laboratory method.
- Practical applications of Computers for a science teaching.
- Unit Planning, Lesson Planning: Basic elements, Characteristics and Significance
- Evaluation: Types of tests (Oral, Written and Practical), construction of items.
- Diagnostic Testing and Remedial Teaching.

Suggested Readings

Sood, J.K. (2003).VigyanShikshan (EikeesaviShatabdiKeLiye) Agra: VinodPustakMandir.

MHRD (1986). National Policy on Education .New Delhi:GoI

Mohan Radha(2010). Innovative Science Teaching Prentice Hall of India, New Delhi.

Tony L.,MattC.,BernieK.and Judith T.(2010).Teaching Science Sage
Publication 29 India Pvt Ltd.

Clark Julia V. (1996). Redirecting Science Education. CORWIN Press
Inc.California.

Sutton ,CR and Hayson JH . The Art of the Science Teacher , MC Graw Hill
Book Company Ltd (1974)

NCERT (2005). National Curriculum Framework -2005

NCERT 2005). Position Paper of NFG on Teaching of Science- 2005

NCERT(2005). Position Paper of NFG Habitat and Learning- 2005

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Semester-II
Paper Code- 1.2.10
PRACTICUM: SCHOOL INTERNSHIP AND BOOK REVIEW

Full Marks-10+40

A. School Internship

Each students will prepare 10 (ten) Lesson Plans on a school subject following 5 E's and/or Interpretation Construction (ICON) design approach under the supervision of a faculty member of the Department. Then each student will deliver 10 (ten) Lessons in an elementary school on a school subject through these lesson plans. The students are also required to deliver the lessons by using appropriate technology and assessment tools, preferably the latest ones, e.g., MS Power-Point for presentation; Rubrics and Concept Map for assessment.

B. Book Review

Each student is required to review a standard reference book, published recently, in his/her area of interest related to the field of Education under the supervision of a faculty member of the Department.

Distribution of marks shall be as follows:

i) School Internship 5+25= 30 Marks

ii) Book Review5+15=20 Marks

Total: **50 Marks**

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Semester-III
Paper Code- 2.3.11
HISTORY, POLITICS AND ECONOMICS OF EDUCATION

Full Marks-10+40

Learning Outcomes

After completion of the course, the students shall be able to:

- describe the common links in the past and present system of Education;

- explain the system of education in Vedic Period and Upanishad Period;

- acquaint them with the educational development in Post-Vedic period;

- elaborate the system of education during Buddhist and Medieval period;

- explain about different committees and commissions for development of education in British Period and their recommendations;

- commissions on Indian education in British Period;

- explain the reasons of appointment or formulation of the Commissions, Acts and Policies and their recommendations in their reports;

- analyse developmental aspects in the educational system in Independent India as a result of these commissions, Acts and Policies; and

- examine various issues concerning the development of education in India.

Course Contents

Unit-I: Committees, Commissions and Policies of Education

- Contribution of Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1968, 1986,1992), National Commission on Teachers (1999), National Curriculum Framework for School Education, 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012).

- National Education Policy (NEP)-2020: Vision, Fundamental Principles, Institutional Restructuring and Consolidation, More Holistic and Multidisciplinary Education, Optimal Learning Environments and Support for Students; Internationalization.

- Process of Policy Formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

- Policies of Inclusion-Women, Minorities, Disabled, SCs and STs.

Unit -II: Politics and Education

- Relationship Between Politics and Education, Perspectives of Politics of Education Liberal, Conservative and Critical

- Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice)

- Education for Political Development and Political Socialization

Unit-III: Economics of Education

- Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education

- Economic returns to Higher Education Signaling Theory Vs Human Capital

- Theory, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Budgeting

Essential Readings

Aggarwal, J.C. (2010) *Landmarks in the History of Modern Indian Education (7th Ed)* New Delhi: Vikash Publishing Pvt Ltd

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:MotilalBanarsidass

Mukherjee, R.K. (1989). *The Gupta Empire.* New Delhi:MotilalBanarsidass

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.

Ghosh, S.C. (1989) : Education Policy in India since warren Hastings, Calcutta: N-Prakashan.

Suggested Readings

Altekar, A.S. (1934), *Education in Ancient India,* Banaras: Indian book Shop.

Das Gupta, S.N. (1988). *A History of Indian Philosophy.* (5 Vols.) Delhi: MotilalBanarasiDass.

MHRD, GOI (1986). *National Policy on Education*. New Delhi: The Author

MHRD, GOI (1993) *Learning without Burden*. Yashpal Committee Report (1993). New Delhi: The Author

Ministry of Education, GOI (1964-66). *Education and National Development.* (Report of Education Commission (1964-66). New Delhi: The Author

Sen, Bimal (1989), "Development of Technical Education in India and State Policy-A Historical Perspective", *Indian Journal of History of Science*, 24(2): 224-248, Indian National Science Academy.

Sen, S.N. (1988), "Education in Ancient and Medieval India", *Indian Journal of History of Science*, **23** (1): 1-32, Indian National Science Academy.

Shanker, Uday (1984), Education of Indian Teachers. New Delhi: Sterling Publishers Pvt.   Ltd.

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> **Semester-III**
> **Paper Code: 2.3.12**
> **CURRICULUM STUDIES**

Full Marks-10+40

Learning Outcomes

After completion of the course, the students shall be able to:

- define curriculum and identify the components of curriculum;
- describe the various principles of curriculum construction;
- describe various approaches to curriculum construction;
- explain various types of curriculum;
- compare various types of curriculum;
- describe various guiding principles for selection and organisation of learning experiences;
- differentiate formative and summative evaluation; and
- explain various tools used in curriculum evaluation.

Course contents

Unit-I: Concept, Principles and Strategies of Curriculum Development

- Concept (Core and Hidden), Strategies and Stages of Curriculum Development.
- Components of curriculum-Objectives, Content, Learning Experiences and Evaluation.
- Bases of Curriculum Development-Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests).
- Bench marking and Role of National Level Statutory Bodies –NCERT, UGC, NCTE and University in Curriculum Development.

Unit- II: MODELS OF CURRICULUM DESIGNING AND DEVELOPMENT

- Sources of Curriculum Design: Science; Society; Knowledge and Learner
- Dimensions of Curriculum Design: Scope; Integration; Sequence; Continuity; Articulation and Balance.
- Curricular Approaches: Subjective approach; Broad Fields Approach; Problem Centred Approach and Learner Centred Approach
- Models of Curriculum Development: Tyler Model; Taba Model; C I P P Model (Context, Input, Process, Product Model); Saylor and Alexander Model; Hunkins's Developmental Model and Roger's Model of Interpersonal Relations
- Basic Tasks of Curriculum Development: Establishing the Philosophy; Assessing Needs; Formulating Goals and Objectives; Selecting the Content; Organizing the Content; Selection of Curriculum Experiences; Evaluation of the Curriculum

Unit-III: Transaction and Evaluation of Curriculum

- Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction.
- Curriculum evaluation; Concept and Purpose, Types of curriculum evaluation: Formative and Summative.
- Approaches to Evaluation of Curriculum: Academic and Competency Based Approaches.
- Curriculum Evaluation Models: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model.
- Scope and Trends of Research in Curriculum Studies.

Essential Readings

Aggarwal, J.C (1990*). Curriculum Reform in India- World overviews*, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.

Arora, G.L. (1984). *Reflections on Curriculum*. NCERT.

Beane, JA, Conrad, E.P. Jr. & Samuel JA, Jr. (1986). *Curriculum Planning and Development*. Allyn & Bacon, Boston..

Brady, L. (1995). *Curriculum Development*. Prentice Hall,.

NCERT (1976). *The Curriculum for the Ten-Year School: A Framework*. Reprint Edition, National Council of Educational Research and Training, New Delhi.

NCERT (1984). *Curriculum and Evaluation*. NCERT, New Delhi.

NCERT (1988). *National Curriculum for Elementary and Secondary Education: A Framework*, Revised Edition, National Council of Educational Research and Training, New Delhi.

NCERT (2000). *National Curriculum Framework for School Education*. NCERT,New Delhi.

NCERT (2005). *National Curriculum Framework-2005*. NCERT, Sri Aurobindo Marg, New Delhi.

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

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

Taba Hilda (1962). *Curriculum Development: Theory and Practice*. New York, Harcourt Brace, Jovanovich Inc.

Tanner, D. & Tanner, L.N. (1980). *Curriculum Development. Theory into Practice*. Macmillan New York.

Zais, R.S. (1976). *Curriculum: Principles and Foundations*. Harper & Row, New York.

Suggested Readings

Doll Ronald C. (1986). *Curriculum Improvement: Decision Making Process*. London, Allyon and Bacon Inc.

Marsh, C.J. & Willis, G. (1999). *Curriculum - Alternative Approaches, Ongoing Issues*, Merhill/Prentic Hall. York.

Saylor, J.G. Alexander, W.M. & Lewis, A.J. (1981). *Curriculum Planning for Better Teaching for Better Teaching and Leaming*, Hott, Rinehart & Winston, New York.

UNESCO (1981). *Curriculum and Life Long Education*. UNESCO, Paris.

Verduin J.R. (1967). *Cooperative Curriculum Improvement*. Prentice Hall.

Walker, D. (1990). *Fundamentals of Curriculum.* Harcourt Brace Jovanovich, San Diego.

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> **Semester-III**
> **Paper Code-2.3.13: Special Paper I**
> (*Anyone of the following*)
> A. TEACHER EDUCATION-I
> B. INCLUSIVE EDUCATION-I
> C. ECONOMICS OF EDUCATION-I

> **Semester-III**
> **Paper Code-2.3.13 (Special Paper -I)**
> **A. TEACHER EDUCATION-I**

Full Marks-10+40

Learning Outcomes

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

- explain historical development of teacher education;

- narrate the recommendations of Various Committees and Commissions on Teacher Education;

- justify teaching as a profession and code of professional ethics of Teachers and Teacher Educators;

- describe about Pre-service and In-service teacher education programme at different stage; and

- understand the problems and research trends in teacher education.

Course Contents

Unit-I: Concept of Pre-Service Teacher Education

- Meaning, Nature and Scope of Pre-Service Teacher Education

- Need, Objectives of Pre-Service Teacher Education at Elementary, Secondary and Higher Secondary Levels

- Historical Development TE: Post-independence (Recommendations of Various committee and Commissions):

 a) University Education Commission (1948-49)

 b) Secondary Education Commission (1952-53)

c) The Education Commission (1964-66)

d) National Commission on Teachers (1983)

e) National Policy on Education' 1986

f) National Education Policy (2020)

- Pre-service Teacher Education through Face to Face Vs. Distance mode

- Innovations and Experiments: Zero-lecture programme; Four year Integrated B.El.Ed. Programme; Four Year Integrated B.A. B.Ed./B.Sc. B.Ed. Programme; Two Year B.Ed. Programme.

Unit -II: Teacher Education Curriculum

- The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT (2005) and NCTE (1988, 1999 and 2009) at Elementary, Secondary and Higher Secondary Levels.

- Organization of Components of Pre-Service Teacher Education (Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning.

- Managing Practicum Observation, Supervision and Assessment of Practicum Principles and Organization of Internship for Integration of Theory and Practice.

Unit-III: Understanding Knowledge Base of TE

- Contribution of Schulman, Deng and Luke & Habermas' to the theory and practice of teacher education.

- Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching.

- Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models.

EssentialReadings

Aggarwal, J.C. (1973). *Landmarks in the History of Modern Indian Education.* New Delhi: Vikas Publishing House Pvt. Ltd.

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Mishra, S. (2004). Privatization of higher education: Policy perspectives and role of regulatory bodies. *University News*, Association of Indian Universities, New Delhi.

Ram, S. (1999). *Current Issues in Teacher Education.* New Delhi: Sarup& Sons Publications.

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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.

Semester-III
Paper Code-2.3.13 (Special Paper-I)
B. INCLUSIVE EDUCATION-I

Full Marks-10+40

Learning Outcomes

After completion of the course, the students shall be able to:

- deconstruct the notion of normalcy and recognize the implications of this for educational systems;

- understand how notions of ability construct students from disadvantaged groups as "different" and as deficient;

- identify and describe specific forms of intervention to support students with various labels of disability;

- recognize the significance of technology in enhancing the capabilities of students with varying levels of ability; and

- identify specific forms of technological support that can enhance the learning capabilities of students.

Course Contents

Unit-I: Introduction to Inclusion

- Meaning of Access, Equity, Diversity, Empowerment, Human rights and Social Justice.

- Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners-including (Marginalized group and Learners with Disabilities)

- Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education.

Unit -II: An Overview of Diverse Learners

- Concept of Impairment, Disability and Handicap.

- Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion.

- Prevalence, Types, Characteristics and Educational Needs of Diverse learners
- Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities.

Unit-III: Policy and Programmes of Inclusive Education

- Legal Provisions: Policies and Legislations (National Policy of Education (1986); Programme of Action of Action (1992); Persons with Disabilities Act (1995); National Policy of Disabilities (2006); National Curriculum Framework (2005); and Concession and Facilities to Diverse Learners (Academic and Financial).
- Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA).
- Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and it's Implication.

Essential Readings

Dash, N. Inclusive Education for Children with Special Needs. Atlantic Publishers and Distributors(P) Ltd., New Delhi, 2008.

Rose, D. A., Meyer, A. & Hitchcock, C.*The Universally Designed Classroom: Accessible Curriculum and Digital Technologies.* Cambridge, MA: Harvard Education Press, 2005.

Thousand, J., Villa, R., &Nevin, A. *Differentiating instruction: Collaborative planning and teaching for universally designed learning.* Thousand Oaks, CA: Corwin Press, 2007.

Udvari-Solner, A. &Kluth, P. *Joyful Learning: Active and collaborative learning in inclusive classrooms.* Thousand Oaks, CA: Corwin Press, 2008.

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Kluth, P. *The autism checklist: A practical reference for parents and teachers.* San Francisco, CA: Jossey-Bass, 2009.

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Semester-III
Paper-2.3.13 (Special Paper -I)
C. ECONOMICS OF EDUCATION-I

Full Marks: 10+40=50

Learning Outcomes

After completion of the course, the students shall be able to:

- develop an understanding of planning, financing and cost of education;

- develop and understanding of the link between the education and economic development; and

- develop an understanding of educational problems in the context of economic concepts. Theories and techniques.

Course Contents

Unit I: Conceptual background and Cost of Education

- Concept of Economics of Education: Meaning, definition, scope and importance of Economics of Education;

- The relationship between education and the economic system;

- Education as an industry; Education as consumption and Education as investment, Signalling Theory Vs Human Capital Theory

- Concept of Cost of Education. Types of Educational costs: Direct cost, Indirect cost, Private cost, Social cost, Opportunity cost and Unit Cost

Unit-II: Cost-Benefit Analysis and Financing in Education

- Cost benefit analysis: Meaning, purpose and problems

- Cost Effectiveness Analysis in Education

- Difference between Cost-benefit and Cost–Effectiveness Analysis.

- Concept of Cost Consciousness in Education.

- Estimation of cost of Education: Its applications to different levels (Primary, Secondary and Tertiary)

- External and Internal Efficiency of Education

UNIT III: Sources of Fund and Budgetary Allocation

- Pricing of Education: Micro and Macro aspects of pricing of education (Theoretical Study); Problem of capitation fees.

- Financing of Education: Sources of finance for education: private, public, fees, donations; Endowments and grants: Grant-in- aid principles and practices with special reference to higher education; Government's role in financing education at different levels with special reference to higher education.

- Budgetary Provision: Concept of budget. Annual grants; developmental grants and maintenance grants. Allocation of funds to Education in the 5-year Plans (particularly, twelfth Five-year plan).

Essential Readings

Tilak, J.B.G. (Ed.) (2003). *Education, Society and Development: National and International Perspective,* New Delhi: NIEPA.

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Natarajan S. (1990). *Introduction to Economics of Education,* New Delhi: Sterling

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McMahon, W. W. (1999). *Education and development: Measuring the social benefits*. Oxford, UK: Oxford University Press.

Blaug. M (1972). *An Introduction to the Economics of Education*, London: Penguin

Garg V. P. (1985). *The Cost Analysis in higher Education*, New Delhi: Metropolitan Book Co. Pvt Ltd.

Laxmidevi (ed) (1996) Encyclopaedia of Education Development and Planning Economics of Education Vol. V, New Delhi: Anmol Publications, Pvt. Ltd.

Majumdar, T. (1983). *Investment in Education and social Choice*, Cambridge: Cambridge University Press.

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M.A. (Education)
Semester-III
Paper-2.3.14: Special Paper-II
(Anyone of the following)
A. SCHOOL EDUCATION-I
B. HIGHER EDUCATION-I
C. OPEN AND DISTANCE EDUCATION-I

Semester-III
Paper Code-2.3.14 (Special Paper II)
A. SCHOOL EDUCATION-I

Full Marks: 10+40=50

Learning Outcomes

- acquaint the student with different perspectives of elementary education;

- enable learners to understand the curriculum design and development in elementary education;

- enable the students to understand the policies and challenges in elementary education;

- enable the students to understand classroom planning and evaluation for elementary education;

- develop the knowledge and skills require for resource management in schools at elementary level; and

- enable the students to understand the need of professional development of elementary school teachers

Course Contents

Unit-I: Perspectives of Elementary Education

- Concept, Meaning, Objectives and Role of UEE
- Schemes for Universalization of Elementary Education with reference to their objectives, strategies and present status: SSA , KGBV, Mid-Day Meal and NPEGEL
- Constitutional Provisions and Policy Initiatives in Elementary Education- (National Policy on Education-1986 and its POA-1992,National Education-Policy 2020; District Primary Education Program (DPEP), National Campaign for Education for All (Sarva Siksha Abhiyan), Right to Education Act.-2009).
- Specific Problems/challenges regarding Finance, Organizing, Administration, Student Enrolment and Quality Instruction.

Unit –II: Resource Management in Schools at Elementary Level

- Local specific community resources – human and material & their integration to curricular activities; preparation & use of learning and play materials – principles and characteristics; community involvement in effective implementation of elementary level programmes.
- Participation of Panchayatraj Institutions and local community in educational planning, management and supervision.
- Participation of NGOs in achieving goals of elementary education

Unit -III: Professional Development of Elementary School Teachers

- Teaching as a Profession: Different Approaches, Teacher Professionalism, Developing Professionalism, Professional Ethics and Professional Code of Ethics for Teachers at elementary level.
- Commitment and competencies of teachers: Issues of Social status, service conditions, promotions, transfers, pre-service and in-service training, administrative and professional supervision.
- Professional development of elementary school teachers: Role of SCERTs, OPEPA, DIETs, Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs).

Essential Readings

Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.

Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.

Government of India (1986) National Policy on Education, New Delhi, MHRD.

Government of India (1987) Programme of Action, New Delhi: MHRD.

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Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications,U.K.

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National Curriculum Framework (NCF)-2005 NCERT, New Delhi.

National Curriculum Framework on school education, 2005.

National Curriculum Frameworks for Teacher education, 2009.

National Policy of Education 1986/1992.

NCERT (1987): In-service Teacher Education Package for Primary School Teachers,New Delhi.

NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, NewDelhi.

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Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.

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UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015.UNESCO Publication. Montreal.

Semester-III
Paper Code-2.3.14 (Special Paper-II)
B. HIGHER EDUCATION-I

Learning Outcomes

After end of this course the students will be able to:

- identify the components and identities that comprise the Indian society;

- understand the nature and history of conflict in India;

- identify and reflect on some of the global changes and their impact on higher education generally;

- discuss the changing role and functions of higher education through the history of education;

- assess the management and relevance of different higher education organizations for quality and quantity in higher education; and

- realise the need of privatisation and internationalization of higher education in the emerging market economy.

Course Contents

Unit -I: Introduction to Indian Higher Education

- Aims of Higher Education

- Higher Education and Society

- Legacy, Constitutional Provisions and Policy Perspectives in Indian Higher Education (From pre independence to the present).

Unit-II Management of Indian Higher Education

- Autonomy, Accountability and Management of Higher Education Institutions.

- Financing Higher Education Institutions.

- Roles and Functions of various agencies of Higher Education: MHRD, UGC, AICTE, NAAC, DST, ICSSR, AIU, NIEPA, NCTE, IGNOU and its role in Open education.

- Quality Assurance and Assessment in Higher Education
- National Education Policy-2020

Unit -III: Rethinking Development in Higher Education

- Higher Education and the New Imperialism Threat.
- Opportunities and Anomalies in Liberalization, Privatization, Internationalization of Higher Education.
- Emergence of Open and Distance Learning at the Tertiary level.

Essential Readings

Altbach, Philip G. (2005a). Higher Education in India, The Hindu, April 12, 2005

Altbach, Philip G. (2006b). The Private Higher Education Revolution: An Introduction. University News. January 2-8, 2006. Vol. 44 No.01.

Anandakrishnan, M. (2004). Higher Education in Regional Development: Some Key Pointers. Indo-UK Collaboration on Higher Education – Policy Forum Workshop. 12-13 February, 2004

Anandakrishnan, M. (2006). Privatization of higher education: Opportunities and anomalies. "Privatization and commercialization of higher education' organized by NIEPA, Mau 2, 2006., New Delhi

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Profession in Developing and middle income countries. (pp. 207-239), Centre for International Higher Education., Boston College

Kapur, Devesh and Mehta, PratapBhanu. (2004). Indian Higher Education Reform: From Half-Baked Socialism to Half-Baked Capitalism. CID Working Paper No. 108. Harvard University. Center for International Development.

Mehta, PratapBhanu. (2005). Regulating higher education. Indian Express, New Delhi.

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Pawan Agarwal, Higher Education in India, The Need for a Change , ICRIER, WORKING PAPER NO. 179 , MAY 2006,

Berry, A., Clemans, A., &Kostogriz, A. (Eds.). (2007). Dimensions of professional learning: Identities, professionalism and practice. Dordrecht: Sense Publishers.

Schön, D. A. (1983). The reflective practitioner: How professionals think in action. New

York: Basic Books.

Semester-III
Paper Code-2.3.14 (Special Paper-II)
C. OPEN AND DISTANCE EDUCATION-I

Learning Outcomes

After completion of this course, the students shall be able to:

• explain the concept of distance education;

• distinguish between correspondence education, distance education, and open learning;

• reflect on the socio-economic and socio-political issues which the institutions of education in India are currently faced;

• discuss the socio-academic relevance of distance education;

• develop an insight and examine critically the objectives of distance education;

• describe the nature of distance learners and distance learning process;

• describe SQ3R techniques and adopt the same technique for their study purpose;

• list the importance of self learning material and relevant comprehension skills; and

• discuss various evaluation techniques and its relevance to distance learning.

Course Content

Unit-I: Growth and Philosophy of Distance Education

• Open and Distance Education: significance, meaning, concept and epistemology.

• Goals and objectives of Distance Education.

• Philosophical foundations of distance education, historical perspectives, growth of distance learning system, International Council of Correspondence Education, International Council of Distance Education.

• Problems of Distance learners-isolation and lack of motivation etc.

- Issues in Distance Education-quantity, quality, relevance and effectiveness.
- Present status of distance education system, quality assurance and challenges in distance education in India.

Unit-II: Learner and Learning Process in Distance Education

- Distance learners: nature and characteristics, motivational factors and types of learners-successful, non-starter and mild course dropouts.
- Distance Education process: nature of adult learning, Andragogy of distance learning: role of self learning in distance education, reading skills, stages of reading, taxonomy of reading-Barrett's taxonomy of reading comprehension; teaching reading comprehension skills; concept mapping.
- Reading: SQ3R Technique (Survey, Question, Reading, Recall, and Review).
- Significance of study skills in distance learning.
- Problems of Distance learners-isolation and lack of motivation etc.

Unit-III: Instructional Process in Distance Education & Open Learning

- Distance tuition-meaning and concept, Distance tutor-difference between a classroom and distance tutor.
- Tutor Comments-significance of tutor comments, levels of tutor communication (academic, personal and supplemental communication).
- Types of Tutor Comments-Positive Comments, Constructive Comments, Null Comments, Hollow Comments, Harmful Comments, Misleading Comments, Negative Comments, Global Comments and Personal Comments.
- Two way communication in Distance Education and Open Learning.
- Supplementary communication in Distance Education and Open Learning-need, significance, type and importance.

Essential Readings

Education Commission Report (1948-1949) Ministry of Education, Government of India.

Garg, S., Panda, S., Murthy, C. R. K. & Mishra, S. (Eds) (2006).*Open and Distance Education in Global Environment.*New Delhi: Viva Books.

Garg, S., Puranik, C., Venkaiah, V., & Panda, S. (Eds) (2006).*Four Decades of Distance Education in India: Reflections on policy and practice.* New Delhi: Viva Books.

ICDE (1995), 17th World Conference for Distance Education, One World, Many voices, Conference Papers, (ed) David Sewart (All references to Eastern Europe are form Vol. 1).

IGNOU (1988): *Growth and Philosophy Of Distance Education.* (Block 1, 2 & 3). IGNOU, New Delhi.

Rathore, H,C,S, (1993): *Management of Distance Education in India.* New Delhi: Ashish Publishing House.

Suggested Readings

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

Daniel, J.S. et al; (1982): *Learning at a Distance: A world Perspective.* Athabasca University, Edmonton.

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

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

Holmberg, B. (1985): *Status and Structure of Distance Education (2nd Ed.).* Lector Publishing.

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

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Semester-III
Paper Code-2.3.15
DISSERTATION: PREPARATION AND PRESENTATION OF RESEARCH PROPOSAL AND TOOLS

Full Marks-10+40=50

Each student is required to select a problem on which he/she has to do intensive study under the guidance of a supervisor. The research proposal will be presented through power-point. All the students of the M.Phil.,P.G. and U.G. (Hons.) of the department will remain present and participate in discussion of the paper. There will be an open viva-voce. They are also required to develop the tools for data collection and collect the relevant data by using tools. Marks shall be awarded to each student on the basis of relevance of the research proposal and tools, standard and quality of the proposal and tools, style of presentation and clarification of doubts raised by the participants.

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Semester-IV
Paper Code-2.4.16
ASSESSMENT AND PEDAGOGY

Full Marks-10+40

Learning Outcomes

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

- describe the role of assessment in education;

- distinguish measurement, assessment and evaluation;

- understand assessment in pedagogy of education; and

- understand assessment in andragogy of education.

Course Contents

Unit-I: Conceptual Understanding of Assessment and Evaluation

- Concept of Measurement, Assessment and Evaluation

- Types (Placement, formative, diagnostic, summative) and Principles of Assessment and Evaluation

- Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

- Relations and Difference between instructional objectives and learning outcomes.

- Paradigm shift in assessment from Behavioristic to Constructivist perspective(assessment for Learning, assessment of learning and Assessment as Learning)

Unit-II: Tools and Techniques of Assessment in Pedagogy of Education

- Characteristics of a Good Test- Reliability, Validity, Usability and Norms

- Achievement Test- Steps of construction of achievement test: Teacher-made and standardized test. Types of test items, Constructing Objective and Subjective test items, Analysis of Test Items- Item difficulty and Item discrimination

- Attitude Scale - Measuring attitude. Types of Attitude scales, different attitude scales: Thurnstone, Likert and Semantic Differential.
- Constructivist Assessment in Pedagogy of Education: Feedback Devices, Self, peer and collaborative evaluation; Observation, Assignment, Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources

Unit-III: Trends in Assessment

- Shift from Norm-referenced assessment to Criterion-referenced assessment
- Continuous and Comprehensive Evaluation
- Marks Vs Grade
- Semester system
- Choice Based Credit System
- Systemic Reform with respect to examination: Online, on-demand, open book examination; Teacher assessment by students.
- Research Trends in Assessment

Essential Readings

Aggrawal, J.C. (1997). *Essentials of Examination System, Evaluation, Tests and Measurement*. New Delhi: Vikas Publishing House Pvt Ltd.

Banks, S.R. (2005). *Classroom Assessment: Issues and Practices*. Boston: Allyn & Bacon.

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Cooper, D. (2007). *Talk About Assessment, Strategy and Tools to Improve Learning.* Toronto: Thomson Nelson

Earl, L.M. (2006). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*. Thousand Oaks, California: Corwin Press

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Suggested Readings

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Macmillan, J.H. (1997). *Classroom Assessment, Principles and Practice for Effective Instruction.* Boston: Allyn and Bacon

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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.

National Council of Educational Research and Training (2005). National Curriculum Framework, 2005. New Delhi: NCERT

National Council of Educational Research and Training (2006). Position paper: Examination Reforms. New Delhi: NCERT

National Council of Educational Research and Training (2008). Source Book on Assessment for class I-V: Social Sciences. New Delhi: NCERT

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Semester-IV
Paper Code: 2.4.17
Educational Management, Administration and Leadership

Full Marks-10+40

Learning Outcomes

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

i. understand various components of institutional management;

ii. State the principles of resource management, performance appraisal time management in educational institutions;

iii. explain the nature and functions of educational supervision;

iv. describe defects of present system of supervision;

v. reflect upon specific trends in educational supervision;

vi. the role of central, state and local agencies in educational administration; and

vii. describe various techniques of supervision.

Course Contents

Unit-I: Educational Management and Administration

- Educational Management and Administration – Meaning, Principles, Functions and importance.

- Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism, Administration as a process, Administration as a bureaucracy.

- Human relations approach to Administration, Organisational compliance, Organinsational development, Organisational climate

Unit-II: Leadership in Educational Administration

- Leadership in Educational Administration: Meaning and Nature.

- Approaches to leadership-Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic.

- Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

Unit-III: Quality Management in Education

- Concept of Quality and Quality in Education: Indian and International perspective.
- Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma.
- Change Management: Meaning, Need for Planned change, Three-Step-Model of Change (Unfreezing, Moving, Refreezing).
- Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis.
- Quality Assurance Agencies in India and Abroad: Objectives, Functions, Roles and Initiatives.
  - National Assessment Accreditation Council (NAAC): Performance Indicators;
  - Quality Council of India (QCI); and
  - International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Essential Readings

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 Depot.

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Newman and summer. The process of Management: Concept, Behaviour and Practice. New Delhi, India: Prentice Hall of India Pvt. Ltd.

Robin Stepher P. Organizational Behaviour. New Delhi, India: Prentice Hall Pub. Pvt. Ltd.

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Suggested Readings

Adolph and Turner Harold, E. Supervision for change & Innovation. Houghton Miffin Company.

Dsah, N. School Management. Atlantic Publishers and Distributors(P) Ltd., New Delhi, 2008

Kimbrough, S.Ralph, Michall& Nunnery. Educational Administration. New York: Mc Millan Company.

Maleya, K.C. ShikshaPrashaasan and Paryaveshana. Bhopal,India:Madhya Pradesh Granth Academy.

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Semester-IV
Paper Code-2.4.18
Special Paper-I
A. TEACHER EDUCATION-II
B. INCUSIVE EDUCATION-II
C. ECONOMICS OF EDUCATION-II

Full Marks-10+40=50

Semester-III
Paper Code-2.4.18 (Special Paper -I)
A. TEACHER EDUCATION-II

Learning Outcomes

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

- explain pre-service and in-service teacher education;

- narrate the functions of the Institutions and Agencies of Teacher Education;

- describe about Pre-service and In-service teacher education programme at different stage; and

- understand the problems and research trends in teacher education.

Course Contents

Unit I: Concept, Methods and Agencies of In-Service Teacher Education

- Need and significance

- Aims and Objectives at different levels: Pre-Primary, Primary, Secondary stage and Higher Education.

- Institutions and Agencies: NCTE, NCERT, UGC, IASEs, ASCs, CTEs and DIETS.

- Agencies and Institutions of In-Service Teacher Education at District, State and National Levels (SSA, RMSA, DIETs, IASEs/CTEs, OPEPA, SCERT, NCERT)

- Preliminary Consideration in Planning in-service Programme (Purpose, Duration, Resources and Budget)

UNIT II: Professional Development of Teachers

- Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers.
- Personal and Contextual factors affecting Teacher Development.
- ICT Integration, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education.

UNIT III: Problems and Issues in Teacher Education

- Privatization of teacher education
- Para Teachers
- Job Satisfaction
- Practicing school
- Supervision and mentoring
- Curriculum of teacher education
- Quality assurance and Accreditation Process
- Research Trends in Teacher education

Essential Readings

Aggarwal, J.C. (1973). *Landmarks in the History of Modern Indian Education.* New Delhi: Vikas Publishing House Pvt. Ltd.

Aggarwal, J.C. and Aggarwal, S.P. (1992). *Educational Planning in India with a slant to Educational Financing and Administration.* New Delhi: Concept Pub.

Chattopadhyaya, D. P. (1985). *The Teacher and Society: Report of National Commission on Teachers I 1983-85.* Govt. of India, New Delhi.

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Ministry of Education (1966). *Education and National Development. Report of the Education Commission 1964-66.* New Delhi:Author.

Mohanty, J. (2008). *Teacher Education*. New Delhi: Deep & Deep.

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Mukherjee, S.N. (Ed.) (1968). *Education of Teachers in India (Vols. 1 &2).* New Delhi: S. Chand & Co.

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NCERT (2006a). *National Curriculum Framework–2005.* New Delhi: NCERT.

NCERT (2006c). *Teacher Education for Curriculum Renewal.* New Delhi: NCERT.

NCERT (2008). *Sixth Survey of Research in EducationVol - II.* New Delhi: NCERT.

NCTE (1998a). *Policy perspectives in Teacher Education: Critique & Documentation.* New Delhi: NCERT.

NCTE (1998b). *Curriculum Framework for Quality Teacher Education.* New Delhi: NCTE.

NCTE (2009). *National Curriculum Framework for Teacher Education Towards Preparing Professional and Humane Teacher.* New Delhi:NCTE

Suggested Readings

Mishra, S. (2004). Privatization of higher education: Policy perspectives and role of regulatory bodies. *University News*, Association of Indian Universities, New Delhi.

Ram, S. (1999). *Current Issues in Teacher Education.* New Delhi: Sarup& Sons Publications.

Report of the National Commission on Teachers (1983-85). Website: http://www.education.nic.in/cd50years/r/2Q/42/toc.htm

Verghese, B.V. (2004). *Recruitment and Training of Primary Teacher.* New Delhi: Anmol.

Yadav, M.S. & Lakshmi, T.K.S. (2003). *Conceptual inputs for Secondary Teacher Education: The instructional Role.* New Delhi: NCTE.

MHRD (1993). *Learning without burden: Report of the National Advisory committee appointed by the Ministry of Human Resource Development.*New Delhi: Govt. of India, Ministry of Human Resource Development.

NCERT (1978). *Teacher Education Curriculum- A Framework.* New Delhi: NCERT

NCERT (1988a). *Teacher Education Curriculum: A Framework.* NCERT: New Delhi.

NCERT (1988b). *Teacher Education Curriculum: A Framework-Revised Draft.* NCERT: New Delhi.

NCERT (2007). *Professional Support System and Classroom Performance of Para Teachers.* New Delhi: NCERT.

NCTE (1998c). *Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education.* New Delhi: Author.

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.

Websites

1) www.**ncte**-india.org
2) www.**ncert**.nic.in/
3) www.**ugc**.ac.in/

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Semester-IV
Paper Code-2.4.18 (Special Paper I)
INCLUSIVE EDUCATION - II

Learning Outcomes

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

- enable students to understand various identification of need of diverse learnersandapproaches to evaluation;

- enable students to understand planning and management of inclusive classroom;

- enable students to use assistive /adaptive technology in inclusive classrooms;

- enable students to understand the need of support system for inclusive practices.;

- enable students to analyze the research trends and issues in inclusiverecognize thesignificance of technology in enhancing the capabilities of students with varying levels of ability; and

- identify specific forms of technological support that can enhance the learning capabilities of students.

Course Contents

Unit-I: Identification of Diverse Learners and Approaches to Evaluation

- Identification of Diverse Learners for Inclusion.

- Educational Evaluation Methods, Techniques and Tools.

- Interpretation of Evaluation Reports and their Educational Implications.

Unit -II: Planning and Management of Inclusive Education

- Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners.

- Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching).

- Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers School

Unit III: Research Trends and Issues in Inclusive Education in India

- Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational.
- Current Status and Ethical Issues of inclusive education in India
- Research Trends of Inclusive Education in India

Essential Textbooks

Dash, N. Inclusive Education for Children with Special Needs. Atlantic Publishers and Distributors(P) Ltd., New Delhi, 2008.

Rose, D. A., Meyer, A. & Hitchcock, C.*The Universally Designed Classroom: Accessible Curriculum and Digital Technologies.* Cambridge, MA: Harvard Education Press, 2005.

Thousand, J., Villa, R., &Nevin, A. *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press, 2007.

Udvari-Solner, A. &Kluth, P. *Joyful Learning: Active and collaborative learning in inclusive classrooms*. Thousand Oaks, CA: Corwin Press, 2008.

Valle, J. W. & Connor, D. J. (2011). *Rethinking disability: A disability studies approach to inclusive practices*. New York, NY: McGraw Hill, 2011.

Kluth, P. *The autism checklist: A practical reference for parents and teachers.* San Francisco, CA: Jossey-Bass, 2009.

Kluth, P. *"You are going to love this kid!" Teaching students with autism in the inclusive classroom.* Baltimore: Paul Brookes, 2003.

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Semester-IV
Paper Code-2.4.18 (Special Paper I)
ECONOMICS OF EDUCATION-II

Learning Outcomes

After completion of the course, the students shall be able to:

- develop an understanding on human resources and role of education in developing human resources;

- develop understanding on the supply and demand of human resources in the process of development at different levels;

- understand the needs and importance of sustainable development and role of education therein; and

- understand productivity and wastage in education.

Course Contents

UNIT I: Human Resource Development and Education

- Concept of HRD; Significance and Role of education for development of human resources;

- Need for manpower planning; supply and demand, the problems of educated unemployment, underemployment and disguised unemployment.

- Educational equity measures (a) the equal opportunity criterion (b) the cost – benefit criterion, and (c) the ability to pay criterion; Education as a determinant of income variance, and the relevant contribution of different levels of education

- Economics of Teacher provision: Meaning and purpose; Estimating the demand for and supply of teachers and the problems associated with the estimation; Policy implications of economics of teacher provision.

UNIT-II: Sustainable Development and Education

- Concept of sustainable development;
- Education and sustainable development: Needs; Policy initiatives
- Education and Capacity Building: economic, socio-cultural and environmental.

UNIT-III: Productivity and Wastage of Education

- Productivity of the educational system and Learning for productivity objectives;
- Internal and external efficiency of the Educational system; Dual approach: Process approach, Product approach;
- Meaning, definition and significance of *wastage in education;*
- Estimation of the drop-out rates at different levels of education; Types of wastage: Money, Time Material resources, human capital and ideological

Essential Readings

Tilak, J.B.G. (Ed.) (2003). *Education, Society and Development: National and International Perspective,* New Delhi: NIEPA.

Tilak J. B. G. (1994). *Education for Development in Asia,* New Delhi: Sage publications.

Tilak J. B. G. (1992). *Educational Planning at Grassroots,* New Delhi: Ashish publishing House.

Tilak , J. B. G. (1987). *The Economics of Inequality in Education*, New Delhi: Sage publications.

Naik J.P. (1965). *Educational planning in India Bombay*: Allied Publishers

Natarajan S. (1990). *Introduction to Economics of Education,* New Delhi: Sterling

Dansana, A. (2013). *Higher Education and Sustainable Development: New Challenges and Opportunities,* New Delhi: Regal.

McMahon, W. W. (1999). *Education and development: Measuring the social benefits*. Oxford, UK: Oxford University Press.

Blaug. M (1972). *An Introduction to the Economics of Education*, London: Penguin

Garg V. P. (1985). *The Cost Analysis in higher Education*, New Delhi: Metropolitan Book Co. Pvt Ltd.

Laxmidevi (ed) (1996) Encyclopedia of Education Development and Planning Economics of Education Vol. V, New Delhi: Anmol Publications, Pvt. Ltd.

Majumdar, T. (1983). *Investment in Education and social Choice*, Cambridge: Cambridge University Press.

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> **Semester-IV**
> **Paper Code-2.4.19, Special Paper II**
> *(Anyone of the following)*
> **A. SCHOOL EDUCATION-II**
> **B. HIGHER EDUCATION-II**
> **C. OPEN AND DISTANCE LEARNING-II**

Full Marks-10+40

> **M.A. (Education)**
> **Semester-IV**
> **Paper-2.4.19 (Special Paper II)**
> **A. SCHOOL EDUCATION-II**

Learning Outcomes

At the end of course, the student will be able to

- trace the different perspectives and context of secondary and higher secondary education;

- discuss the system and structure of secondary and higher secondary education in India;

- enumerate the management, curriculum and evaluation process of secondary and higher secondary education;

- realise the problems and challenges about secondary and higher secondary education;

- enable the students to understand the Management Informal System (MIS) & Assessment & Evaluation at secondary and higher secondary education; and

- develop the skills and knowledge require for resource management in schools at secondary and higher secondary level.

Course Contents

Unit-I: Perspectives of Secondary Education

- System and Structure of school in India **:** Central Board of Secondary Education (CBSE),Secondary School Certificate Board (SSC) State Board, Indian Certificate of Secondary Education Delhi Board (I.C.S.E) and Other Types of Schools: International Baccalaureate (IB), National Open Schools, Special-Needs Schools and Alternate Schools in India.

- Types of School Education in India: Aided- unaided, Private, International and Issues related to School Education in India at Secondary and Higher Secondary Education level.

- Policies and Programmes-Policies and Programmes: Role of N.C.E.R.T, S.C.E.R.T, National Policy of Education (1992), National Education Policy (2020), National Scheme of Incentives to Girls for Secondary Education (2008), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) -"National Mission for Secondary Education", Inclusive Education for Disabled at Secondary Stage, The Adolescence Education Programme (AEP).

Unit -II: Resource Management and Challenges in Schools at Secondary Level

- Use of Local Specific Community Resources – Human and Material and their Integration to curricular Activities.

- Community Involvement in Effective Implementation of Secondary and Higher Secondary Level Programmes

- Participation of NGOs in Achieving Goals of Secondary Education

- Problems and Challenges Related to Universalization of Secondary Education

- Strategies Adopted in Solving the Problems- Girls, Disadvantaged and Differently-Abled

- Children and Show Learners and Interventions to Solve the Problem

Unit -III: Quality Concerns at Secondary Level

a. Problems and issues with regard to:

- Shifting the teaching learning process from teacher centered to learner centered and activity based classroom.

- Vocationalisation of secondary and higher secondary education

b. Role of various Agencies in Ensuring Quality:

- At State Level-RMSA, OPEPA, SCERT, Board of Secondary Education, Council of Higher Secondary Education and Private Agencies.

- At National Level-CABE, CBSE, I.C.S.S, NCERT, CIET and NIOS

Essential Readings:

Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques.
New Delhi. Book Enclave.

Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba WorldEducation Series-3 Delhi, Doaba House, Book seller and Publisher.

Biswal . K (2011) Secondary Education in India: Development Policies, Programmes andChallenges: CREATE PATHWAYS TO ACCESS Research Monograph No. 63,

Consortium for Research on Educational Access, Transitions and Equity, NUEPA http://www.nuepa.org/Download/Publications/Create/PTA%202011/PTA63.pdf

Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi

Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: ASystematic Approach, California, Jossey-Bass Inc. Publication.

Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and theirPOA's, MHRD, Dept. of Education

Govt. of India (1953) Report of Secondary Education Commission, New Delhi

Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi

Govt. of India, MHRD (2005). Universilisation of Secondary Education : Report of theCABE Committee, New Delhi

Government of India (1953), Report of the Secondary Education Commission, 1952-53.Ministry of Education, available at http://www.education.nic.in/cd50years/g/12/28/12281401.htm

Government of India (1966), Report of the Education Commission 1964-66: Educationand National Development. Ministry of Education, Government of India, New Delhi.

Government of India (ABEE) (various years), Analysis of Budgeted Expenditure onEducation. Department of Higher Education, Planning, Monitoring and Statistics Bureau, MHRD, New Delhi.

Government of India (SES) (various years), Selected Educational Statistics. Departmentof Higher Education, MHRD, New Delhi.

Government of India / MHRD (1986), National Policy on Education, Ministry of Education, Government of India, New Delhi.

Government of India, (2005), Report of the Council of Advisory Board on Education(CABE) Committee on Universalizing Secondary Education, Available atwww.education.nic.

Joseph, P.B.; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York.Teacher College Press.

Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi.

Ministry of Human Resource Development (1986), National Policy on Education, 1986.Government of India, New Delhi.

Ministry of Human Resource Development (1992), National Policy on Education, 1986as Modified in 1992 with Programme of Action. Government of India, New Delhi.Available at http://www.education.nic.in/policy/npe86-mod92.pdf

Mukhopadhyay, M. (1999), "School Education", in Mukhopadhyay, M. and et al. (eds),Indian Education: Development Since Independence, New Delhi: Vikas.

Mukhopadhyay, M. (2001), "Secondary Education: The Challenge Ahead", in

Mukhopadhyay, M. and Narula, M. (eds), Secondary Education: The Challenge Ahead,New Delhi: NIEPA.

Mukhopadhyay, M. (2004), "Secondary Education in India: Emerging Demands",

Unpublished m/s circulated to the members of the CABE Committee on USE), NIEPA:New Delhi. National Curriculum Framework on school education, 2005.

National Curriculum Frameworks for Teacher education, 2009

National Policy of Education 1986/1992.

NCERT (1997) Code of Professional Ethics for Teachers

NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg,New Delhi.

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

NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.

NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.

Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co. Rao, DigumartiBhaskara (1998). *Teacher Education in India*. Discovery PublishingHouse. New Delhi.

Reddy, B. (2007): Principles of curriculum planning and development

Report of the Delors Commission, UNESCO, 1996

Report of the Education Commission (1964-66).

Report of the National Commission on Teachers (1983-85).

SudeshMudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools,IEPA, New Delhi

The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.

UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. Publication. Montreal.

Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice.Pearson Publication.

World Bank (2003), Secondary Education in India. Report No.2, Discussion Paper, SouthAsia Human Development Sector, Delhi.

World Bank (2003), Secondary Education in India. Discussion Paper Series, South AsiaHuman Development Sector, Washington, DC.

Semester-IV
Paper Code-2.4.19 (Special Paper-II)
B. HIGHER EDUCATION-II

Learning Outcomes

- analyse the issues and challenges facing higher education in India today;

- discuss the developments in distance education in India and its present status;

- trace and analyse the challenges faced by distance education, and discuss its potential

- as a system of the future.

- discuss the role of emerging communication and information technologies in the changing scenario of the teaching-learning process;

- discuss the nature and essential features of different emerging technologies in the field of education; and

- explain the role and uses of various technologies in a variety of teaching-learning situations;

- explain the need for alternate evaluation procedures;

- illustrate the use of performance assessment and portfolio assessment;

- develop rating scales, checklists, anecdotal records, etc.;

- use alternate evaluation assessment procedures for continuous and comprehensive evaluation of students;

- process the qualitative data; and

- interpret the results and provide feedback to the students.

- define the concept of online and web-based evaluation

- identify the issues involved in generating an electronic test

- discuss the theories on which the essay-evaluators work, and

- discuss other forms of evaluation which can be used in web-based evaluation.

Course Contents

Unit - I: Issues and Challenges in Indian Higher Education

- Improving GER in Higher Education: RUSA
- Excellence and Expansion: Quantity and Quality in Higher Education.
- Critical Pedagogies and Research in Higher Education: Issues and challenges
- Accountability, Market Structure and Rationale for Regulations
- Regulation of Fees and Admission in Higher Education

Unit -II: Integration of ICT in Higher Education

a. Technology Integration for Equity, Access and Quality-
   - Use of e- learning by adopting FOSS (Free Open Source Softwares),
   - Open Educational Resources and Repositories,
   - ODL (Open Distance Learning) for masses and lifelong learning.

b. Role of National & International Agencies for Technology Enabled Education-
   - International agencies - UNESCO, ICDE, AAOU, COL, GO-GN.
   - National agencies- SWAYAM, NMEICT, UGC, MHRD, CIET (NCERT), NPTEL, NROER.

Unit-III: Mechanics and Process of Evaluation in Higher Education

- Status of Evaluation in Higher Education.
- Evaluation situation in Higher Education: Choice Based Credit System.
- Evaluation of students and faculty members in Higher Education.
- Alternate Evaluation procedures
- Online Evaluation.
- Appraisal Performance Indicator.

Essential Readings

Agarwal, R.B. (1993) Financing of Higher Education in India. Varanasi: Ganga KaveriPublishing House.

Asby, E. (1971) Any Person, Any Study: An Essay on Higher Education in the United States. New York : McGraw Hill.

Bhatt, N. (2006) Higher Education Administration and Management : Sublime Publications.

Chitnis, S. and Altbach, P. (1979) Indian Academic Profession : Crises and Change in the Teaching. New Delhi : Macmillan.

Dekha, B. (2000) Higher Education in India. Atlantic Publishers and Distributors.

Ellington, Henry. (1985) Producing Teaching Materials : A Handbook for Teachers and Trainers. London :Kogan Page.

Inhalers, B. and Piaget, J. (1958) The Growth of Logical Thinking from Childhood for Adolescence. New York : Basic Books.

Jayaram, N. (1987) Higher Education and Status Peterson. New Delhi : Mittal Publications.

Jersild, A. and Brook, D.W. (1978) The Psychology of Adolescence : New York : MacmillanPvt. Company.

Kamat, A.R. (1985) Education and Social Change in India. New Delhi :Somaiya.

Kaul, J.N. (1988) Governance of Universities, Autonomy of the university community. New Delhi :Abhinav Publications.

Naik, J.P. (1965) Educational Planning in India. New Delhi : Allied.

Naik, J.P. and Nurullah, S. (1974) A students History of Education in India. New Delhi :Macmillan.

Nurullah, S. and Naik, J.P. (1951) History of Education in India during the British Period, Bombay : Macmillan.

Nunnally, T. (1972) Educational Measurement and Evaluation. New York : McGraw Hill.

Kenneth, P. (2006) Effective Teacher Evaluation.

Pandey, V. (2006) Higher Education a Globalising World. New Delhi :Isha Books.

Ram, A. (1990) Higher Education in India – Issues and Perspectives. New Delhi : Mittal Publications.

Ramanujam, P. (2006) Globalisation, Education and Open Distance Learning. New Delhi: Shipra Publications.

Raza, M. and Malhotra, N. (1991) Higher Education in India – A Comprehensive Bibliography. New Delhi : Concept Publishing House.

Sharma, M. (1985) Systems Approach : Its Application. Bombay :Himalya Publications.

Singh, A. and Sharma, G.(1988) Higher Education in India : The Socio Context. New Delhi

:Konark.

Singh, A. (1984) Asking for Trouble what it means to be Vice chancellor Today. New Delhi :Vikas Publishing House.

Singh, A. and Sharma, G. (1989) Higher Education in India : The Institutional Context. NewDelhi :Konark.

Singh, A. (1985) Redeeming Higher Education, Delhi : Ajanta Publications.

Sobti, M. (1987) A Financial Code for University System, New Delhi :Vikas.

Tarvis, P. (1983) Professional Education. London :Croom Helm.

Semester-IV
Paper Code-2.4.19 (Special Paper-II)
C.OPEN AND DISTANCE LEARNING-II

Learning Outcomes

After completion of this course, the students shall be able to:

- explain the concept of distance tuition;

- distinguish between a classroom and a distance tutor;

- list and narrate different types of tutor comments;

- explain the concept and need of Counseling in distance tuition;

- list different types of counseling;

- explain the underlying theories behind counseling;

- discuss various evaluation techniques and its relevance to distance learning; and

- describe the comprehensive and continuous evaluation in DE.

Course Contents

Unit-I: Instructional Process in Distance Education & Open Learning

- Distance tuition-meaning and concept, Distance tutor-difference between a classroom and distance tutor.

- Tutor Comments-significance of tutor comments, levels of tutor communication (academic, personal and supplemental communication).

- Types of Tutor Comments-Positive Comments, Constructive Comments, Null Comments, Hollow Comments, Harmful Comments, Misleading Comments, Negative Comments, Global Comments and Personal Comments.

Unit-II: Counseling in Distance Education

- Concept, meaning, and importance.

- Need of counseling in distance education

- Categories of Counseling:-developmental and problem solving; Academic and non-academic Counseling

- Procedure of Counseling:-decision points, barriers-study related, and time related, personal and institutional.

- Theories of counseling, media of counseling, qualities of counselor.

Unit-III: Evaluation Procedure in Distance Education

- Meaning, concept, and need of evaluation in DE.

- Difference between evaluation in traditional learning and distance learning.

- Comprehensive and continuous evaluation in DE.

- Techniques of evaluation in DE:-Formative and Summative evaluation in DE

- Role of tutor comments in motivation of distance learners, drop out in distance3 learning and factors carrying distance learning.

Essential Readings

Education Commission Report (1948-1949) Ministry of Education, Government of India.

Garg, S., Panda, S., Murthy, C. R. K. & Mishra, S. (Eds) (2006).*Open and Distance Education in Global Environment.*New Delhi: Viva Books.

Garg, S., Puranik, C., Venkaiah, V., & Panda, S. (Eds) (2006).*Four Decades of Distance Education in India: Reflections on policy and practice*. New Delhi: Viva Books.

ICDE (1995), 17[th]World Conference for Distance Education, One World, Many voices, Conference Papers, (ed) David Sewart (All references to Eastern Europe are form Vol. 1).

IGNOU (1988): *Growth and Philosophy Of Distance Education.* (Block 1, 2 & 3). IGNOU, New Delhi.

Rathore, H,C,S, (1993): *Management of Distance Education in India.* New Delhi: Ashish Publishing House.

Suggested Readings

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

Daniel, J.S. et al; (1982): *Learning at a Distance: A world Perspective.* Athabasca University, Edmonton.

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

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

Holmberg, B. (1985): *Status and Structure of Distance Education (2ndEd.).* Lector Publishing.

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

Kaye, & Rumble (Ed) (1981): *Distance Teaching for Higher and Adult Education,* London: Croom Helm.

Keegan, D. (1989): *Foundations of Distance Education,* London: Routledge.

Race, Phil (1994): *The Open Learning Handbook, Second Edition,* London: Kogan Page.

Rumble Grevile and Harry, Keith (1982): The Distance Teaching Universitities. London. Croom Helm Ltd.

M.A. (Education)
Semester-IV
Paper-2.4.20
DISSERTATION: REPORT PREPARATION AND PRESENTATION

Full Marks-10+40

Backdrop

Each candidate shall have to submit a dissertation on a relevant educational topic under the supervision of faculty member of the department. The dissertation must be submitted prior to the date notified for filling the examination form, failing which the candidate shall not be allowed to sit for the examination.

The dissertation shall be evaluated jointly by an external and internal examiner (supervisor) on the basis of relevance of the topic, quality of research input and the quality of presentation. There shall also be an open viva-voice test where all the students of the P.G. and M.Phil. of the department will remain present and participate in the discussion of the presentation. The candidate will be evaluated on the basis of his/her knowledge of the topic, research methodology followed, style of presentation and clarification of doubts raised by the participants or any other aspect of the research work that the examiners would consider suitable.

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