

SYLLABUS

MASTER OF ARTS IN EDUCATION

2023-2025

DEPARTMENT OF EDUCATION
D.D. UNIVERSITY, KEONJHAR



The Course Structure for M.A (Education) 2023-2025

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

Sl. No	Paper Code	Name of the Papers	Full Marks				Page no-
			Credit	Mid Sem	End Sem	Total	
01	EDUC: 101	Philosophical Perspectives of Education	04	20	80	100	
02	EDUC: 102	Sociological Perspectives of Education	04	20	80	100	
03	EDUC: 103	Statistics in Education	04	20	80	100	
04	EDUC: 104	Methodology of Educational Research: Quantitative Perspective	04	20	80	100	
05	EDUC: 105	Practicum: Seminar Presentation and Article Review	04		100	100	

Total credits: 20

Total Marks :500

SEMESTER: II

Sl. No.	Paper Code	Name of the Papers	Full Marks				Page no-
			Credit	Mid Sem	End Sem	Total	
01	EDUC-201	Psychological Perspectives of Education	04	20	80	100	
02	EDUC-202	Methodology of Educational Research: Qualitative and Mixed Perspective	04	20	80	100	
03	EDUC-203	Educational Technology and ICT in Education	04	20	80	100	
04	EDUC-204	Pedagogy of School of Subjects: English/Odia/ Social Sciences (anyone)	04	20	80	100	
05	EDUC-205	Practicum: School Internship	04		100	100	

Total credits: 20

Total Marks :500

SEMESTER: III							
Sl No	Paper Code	Name of the Papers	Full Marks				Page no-
			Credit	Mid Sem	End Sem	Total	
01	EDUC-301	History, Politics & Economics of Education	04	20	80	100	
02	EDUC-302	Curriculum Studies	04	20	80	100	
03	EDUE-303	Special Paper-I (Anyone) A. Teacher Education-I B. Inclusive Education-I	04	20	80	100	
04	EDUE-304	Special Paper-II(Anyone) A. School Education -I B. Higher Education -I	04	20	80	100	
05	EDUC-305	Dissertation: Research Proposal & Tool Presentation	04		100	100	
Total credits: 20			Total Marks :500				
SEMESTER: IV							
Sl. No	Paper Code	Name of the Papers	Full Marks				Page no-
			Credit	Mid Sem	End Sem	Total	
01	EDUC-401	Educational Assessment	04	20	80	100	04
02	EDUC-402	Educational Management	04	20	80	100	04
03	EDUE-403	Special Paper-I(Anyone) A. Teacher Education-II B. Inclusive Education-II	04	20	80	100	04
04	EDUE-404	Special Paper-II (Anyone) A. School Education -II B. Higher Education-II	04	20	80	100	04
05	EDUC-405	Dissertation: Data collection, Data analysis and Report writing	04		100	100	04
Total credits: 20			Total Marks :500				
Total Papers :20		Total credits :80		Grand Total Marks :2000			

Paper Code- VAC : DP201
Full Marks-10+40
Value Added Course: DIGITAL PEDAGOGY

MASTER OF ARTS IN EDUCATION

The Master of Arts (M.A.) in Education is a two-year program for students seeking an exposure to the domain of education. This Programme aims to specialize students to the multidisciplinary domain of education. It develops capabilities and knowledge in advanced teaching and learning, curriculum design, educational research, teacher education. Further it includes planning and policies of education, educational technology, inclusive education, teacher education and Pedagogy of school subjects which are included as courses of study to empower students to understand the National and International issues both from local and global perspectives.

Programme Learning Outcomes:

- PLO-1: Demonstrate advanced knowledge and awareness of new developments in the field of education
- PLO-2: Demonstrate the ability to be creative and analytical thinkers in the field of education and in its practice
- PLO-3: Review educational research critically and conduct educational inquiries independently;
- PLO-4: Apply assessment principles and strategies for the promotion of learning
- PLO-5: Evaluate the larger policies in socio-cultural contexts of education in India.
- PLO-6: Understanding various learning models, evaluation techniques, and implementation strategies
- PLO-7: Developing essential skills to analyze and interpret data from qualitative and quantitative research perspective.
- PLO-8: Identify underlying assumptions in curriculum and instructional decisions through the use of knowledge of research.
- PLO-9: Acquire and apply the skill of academic writings for a variety of audiences including peers, researchers, and larger professional community.
- PLO-10: Understand the key theoretical frameworks and best practices in education
- PLO-11: Explore learning and technology issues related to potential impact in local, national, and global context
- PLO-12: Examine the political, socio-cultural and economic perspectives of educational policies and its implementation
- PLO-13: Skills in using information and communication technologies for personal and social experiential learning as well as a tool for learning and assessment.

Semester-I
Paper Code: EDUC: 101
PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Full Marks:20+80

Course Outcomes

On completion of the course, the students are expected to:

1. Explain the relationship between philosophy and education
2. Explain the various branches of philosophy and their implications to education.
3. Compare between eastern and western philosophy
4. Describe the contribution of great thinkers to the field of educational theory and practice
5. Evaluate the impact of Western Philosophies on Indian Educational system
6. Explain the common characteristics of Indian philosophy

COURSE CONTENTS

Unit-I: Philosophy and Education

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

Unit-II: Western schools of Philosophy

- Idealism, Naturalism, Pragmatism, Realism, Marxism and Existentialism with reference to Metaphysics, Epistemology and Axiology and their educational implications

Unit-III: Indian Schools of Philosophy

- Common characteristics of Indian Philosophy
- Samkhya, Yoga, Vedanta, Buddhism and Jainism philosophy and their educational implications

Unit-IV: Philosophical and Educational Thoughts of Great Thinkers

- Contribution of John Dewey, Rousseau, Nel Noddings and Wollstonecraft to the development of educational thoughts.
- Contribution of M.K. Gandhi, R.N. Tagore, Sri Aurobindo and J. Krishnamurthy to the development of educational thought and National values as enshrined in the Indian Constitution.

Suggested readings

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

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

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

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.

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

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

Chaube, S. P.: *A Philosophical and Sociological Foundation of Education*, Vinod Pustak Mandir, Agra.

Swarup Sexena, NR: *Philosophical and sociological foundation of education*, Surya Publication, Meerut.

Taneja, V.R. (2002). *Foundation of Education*, Chandigarh: Mohindra Capital Publishers.

Wingo, G. Max.: *Philosophies of Education*, Sterling, NewDelhi.

<p style="text-align: center;">Semester-I Paper Code: EDUC: 102 SOCIOLOGICAL PERSPECTIVES OF EDUCATION</p>

Course Outcomes

Full Marks:20+80

On completion of the course, the students are expected to:

- 1.Understand the relationship between Sociology and Education
2. Explain education as a sub-system of society
3. Critically analyze the process of social change in modern India and its impact on education
4. Assess the sociological thoughts of modern sociologists and their implication for education
- 5.Explain the various sociological theories and their educational implications;

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 institution: Concept, types and their functions: Home, School, Community, State, Religion and Culture

Unit-II: Society and Social Change

- Education and socialization.
- Concept and Factors of Social Change; Education as an Instrument of Social Change and Social Control; Role of Education in Social Change
- Modernization & Globalization and its impact on education

Unit-III: 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 of Scheduled Castes, Scheduled Tribes, Women, Transgender, Minority and CWSN.

Unit-IV: Theories and Thinkers in Sociology of Education

- Thoughts of Paulo Freire, Ivan Illich and Pierre Bourdieu.
- Sociological Theories: Functionalism, Conflict Theory, Theories of Social Movements: Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory.
- Contribution of Gopabandhu Das, Madhusudan Das, Fakir Mohan Senapati and Savitribai Phule to Social awakening

Suggested Readings

Anand, C.L. et.al. (Ed.) (1983). *Teacher and Education in Emerging in Indian Society*.

New Delhi: NCERT.

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

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

:Vinod PustakMandir

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

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

Semester-I
Paper Code: EDUC: 103
STATISTICS IN EDUCATION

Full Marks:20+80

Course Outcomes

On completion of the course, the students are expected to:

1. Understand the characteristics of a set of data by representing in
2. Tabular and graphical forms;
3. Compute relevant measures of average and measures of variation;
4. Describe the characteristics of normal probability of distribution;
5. Calculate the significant difference between and among two or more sets of independent and correlated samples;
6. Test the hypotheses by using inferential and descriptive statistics

COURSE CONTENTS

Unit-I: Descriptive Analysis

- Data- Types, Sources of educational data, Scales of Measurement- Nominal, Ordinal, Interval and Ratio and graphical representation of data
- Descriptive analysis (Measures of central tendency, Measures of Dispersion, Measures of relative position: percentile rank and standard scores)

Unit-II: Probability Distribution, Correlation and Regression Analysis

- The Normal curve and Standard scores- characteristics of Normal Probability Curve (NPC) and its application.
- Concept, Types and significance of Correlation, Computation of Rank Difference and Product Moment correlation.

Unit-III: Inferential Statistics (Parametric)

- Concept of Parameter and Statistic, Sampling distribution, Sampling Error, Standard Error of Mean, Standard Error of Difference between Means
- 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 and power of test and effect size. Significance of difference between two means (Independent and Correlated Samples)
- Analysis of Variance (ANOVA): one-way and two-way classification, assumptions, computation and uses

Unit-IV: Inferential Statistics (Non-Parametric)

- Concept of Non-parametric statistics and its advantages and disadvantages, Chi-square Test, Sign Test, Median Test: meaning, uses and computation.

Suggested Readings

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

Ferguson, G.A. (1971). *Statistical Analysis in 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.

Semester-I
Paper Code: EDUC 104
METHODOLOGY OF EDUCATIONAL
RESEARCH: QUANTITATIVE PERSPECTIVE

Course Outcomes

Full Marks:20+80

On completion of the course, the students are expected to:

1. Describe the meaning, nature and scope of educational research
2. Describe different types and approaches of educational research
3. Select and explain and use various the methods appropriate for their research study
4. Formulate hypotheses and chose appropriate sampling methods for their research study
5. Understand about different data collection tools, format of report writing, research ethics etc.
6. Can able to develop a research proposal

COURSE CONTENTS

Unit-I: Understanding Educational Research

- Meaning, nature and scope of educational research.
- Scientific method: Meaning, characteristics and steps
- Types of research: Basic, Applied and Action research.
- Approaches to educational research: Quantitative and Qualitative.
- Variables: Meaning and Types of Variables
- Research problem: Selection, Sources, Characteristics and Conceptualization

Unit –II: Quantitative Research Methods

- Descriptive Method: meaning, purpose and process; Types of descriptive studies
- Experimental Method: Meaning, Nature; Experimental designs; Internal and external validity.
- Causal comparative Method: meaning, purpose, design and procedure

Unit-III: Formulation of Hypothesis and Sampling

- Review of literature: meaning, Purpose, types; sources of review
- Hypothesis: Meaning, Purpose, Characteristics, Types and Formulation.
- Population and sample: Concept and Characteristics; Methods of sampling:
- Probability and Sampling error.

Unit-IV: Data Collection, Report Writing, citation and ethical considerations

- Sources of data: Primary and Secondary sources
- Tools for data collection: Tests, Questionnaire, Inventories and Scales- types, principles, uses
- Developing research proposal: Steps, Ethical consideration, and components

- Writing research report: General Guidelines; Format of research report (Journal Article, conference paper, Thesis/ Dissertation); APA reference style; IPR Act and Plagiarism;
- Evaluation of research report.

Suggested 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.*

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

Ferguson, G.A. (1971). *Statistical Analysis in 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.

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

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

Semester-I
Paper Code: EDUC 105
PRACTICUM: SEMINAR AND ARTICLE REVIEW

Full Marks:100

Section-A: Seminar Presentation

Each student is expected to develop two seminar papers on the topic of his/her interest 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. seminar 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.

Section-B: Article review

Each student is expected to review research articles in education which is available in various E-resources and will present to the whole group. Marks will be awarded on the basis of relevance of the paper, style of review and reporting.

Distribution of marks

- Seminar presentation:50
- Article review :50
- Total marks for End semester: 100

<p style="text-align: center;">Semester-II Paper Code: EDUC: 201 PSYCHOLOGICAL PERSPECTIVES OF EDUCATION</p>

Full Marks: 20+80

Course Outcomes

On completion of the course, the students are expected to:

1. Understand the methods and approaches to educational psychology;
2. Describe the contribution of different schools of psychology to education;
3. Explain various theories of learning with their educational implications;
4. Explain the concepts and theories of motivation;
5. Elaborate the concept of growth and development and underlying theories with educational implications;
6. Describe about the concept, theories and measurement of intelligence; and
7. Explain the concept of guidance and counselling

COURSE CONTENTS

Unit-I: Schools of Psychology and its relations to Education

- Educational Psychology: Concept, nature, scope and relation between education & psychology
- Contribution of different Schools of Psychology to education: Behaviourism, Gestalt and Constructivism
- Relevance of psychology to education and recent trends in educational psychology

Unit-II: Human Development and Diversity

- Growth and Development: Concept, principles and impact of socio-cultural background of the learner on development
- Theories of development: Piaget (cognitive), Erikson (Psycho-social), Kohlberg (Moral) and Vygotsky (Language)
- Intelligence: Concept, Theories-Guilford, Sternberg and Gardner; Goleman's theory of Emotional Intelligence. Assessment of Intelligence and dealing with Individual difference
- Concepts of problem solving, creativity, memory and critical thinking

Unit- III: Learning and Motivation

- Learning: concept, styles and theories: Ausubel's theory of 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, determinants and theories, views on Maslow

- Personality: concept and theories (Freud, Carl Rogers, R.B. Cattle), assessment of personality (Subjective, Objective and Projective)

Unit- IV: Mental Health, Guidance & Counseling

- Mental Health: Concept, Nature of Adjustment and Conflicts and Defense Mechanism
- Promotional aspect of mental health: life skills education (basic concept of ten core life skills as prescribed by WHO)
- Guidance and counseling: meaning, nature and different types with special reference to Carl Roger's client-centric and Albert Ellis's Cognitive Behavioural Therapy (CBT)

Suggested Readings

- Attri, A.K. (2015). *Psychology of development and learning*. New Delhi: APH Publishing Corporation.
- Bernard, P.H. (1970). *Mental Health in the class room*. New York: McGraw Hill. Biehler, R.F. & Snowman, J., (1997). *Psychology applied to teaching*. New York: Houghton Mifflin.
- Bigge, M.L., *Psychological foundations of education*, Harper and Row, New York, 1985.
- Chandraiah, K. (2011). *Emotional intelligence*. New Delhi: APH Publishing Corporation.
- Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
- Dececco, J.P. & Crawford, W.R. (1997). *Psychology of learning and institution*. New Delhi: Prentice Hall of India.
- Good T., (1990). *Educational psychology*. Longman, New York, 1990.
- Lindgren, H.C. (1980). *Educational psychology in the classroom*. New York: Oxford University Press.
- Mangal, S.K. (2002). *Advanced educational psychology*. New Delhi: Prentice Hall of India.
- Sprint hall, R.C. & Sprint hall, N.A., (1990). *Educational psychology, development approach*, New York: McGraw Hill.
- Woolfolk, A. (2015). *Educational psychology (9th Ed.)*. New Delhi: Pearson Publication

Semester-II
Paper Code: EDUC-202
EDUCATIONAL RESEARCH: QUALITATIVE AND
MIXED METHOD PERSPECTIVE

Course Outcomes

Full Marks: 20+80

On completion of the course, the students are expected to:

1. Discuss the need and importance of Qualitative & Mixed method Research in Education;
2. Explain the characteristics and different research design of Qualitative & Mixed method Researches in Education;
3. Illustrate various lenses for defending, doing and evaluating Qualitative Inquiry;
4. Defend the application of qualitative approach to a research problem;
5. Explain the different type of mixed method research; and
6. Explain means by which Qualitative Research data are collected, analyzed, described, and displayed.

COURSE CONTENTS

Unit-I: Conceptualizing Qualitative Research

- Concept and Nature of Qualitative Research.
- Paradigms of Research: Rationalistic and Naturalistic
- Epistemological perspective of Qualitative Research.
- Methods of Qualitative Research: (Characteristics, Steps, Strengths and Weaknesses)
 - Historical
 - Phenomenology
 - Ethnography
 - Grounded Theory
 - Case Study
 - Narrative Research Designs

Unit-II : Conceptualizing Mixed Method Research

- Concept, Nature and rationale of Mixed Methods Research.
- Mixed Method Research: (Characteristics, Designs, Steps, Strengths and Weakness)
 - Sequential Explanatory Strategy;
 - Sequential Exploratory Strategy;
 - Sequential Transformative Strategy;
 - Concurrent Triangulation/ Convergent Parallel Strategy;
 - Concurrent Transformative Strategy; and
 - Concurrent Embedded Strategy

Unit-III: Sampling and Data Collection Strategies

- Sampling Strategies.
- Data Collection: Tools and Technique (Structured, Semi-structured and unstructured) Questionnaire, Interview, Observation (Participant and Non-Participant), Focus Group Discussion, Photographs, Anecdotes, Field diary
- Establishing Trustworthiness: Credibility, Transferability, Dependability and Conformability.

Unit-IV: Data Analysis and Report Writing

- Organizing, Categorizing, Protecting and Displaying Data.
- Qualitative Data Analysis - Content analysis: Data Reduction and Classification, Coding, Inductive Analysis-Creative Synthesis; Constant Comparison and Triangulation.
- Writing a Qualitative Research Proposal
- Report Writing and Evaluation of Qualitative Research.

Suggested Readings

- Best, J.W. & Kahn, J.V. (1989). *Research in education* (6th ed.). Englewoods Cliffs, NJ: Prentice Hall.
- 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.
- 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.
- 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.
- 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)

<p style="text-align: center;">Semester-II Paper Code: EDUC-203 EDUCATIONAL TECHNOLOGY AND ICT IN EDUCATION</p>
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Course Outcomes

Full Marks:20+80

On completion of the course, the students are expected to:

1. Explain the nature, concept and scope of educational technology, ICT in education and instructional technology.
2. Describe the application of educational technology, ICT and Instructional Technology.
3. Establish the relationship between various learning theories and instructional strategies.
4. Describe the concept and application of Open Educational Research (OER).
5. Understand the ethical issues for e-learner and e-teacher in teaching learning and research.
6. Describe the application of ICT in evaluation, administration and research.

COURSE CONTENTS

Unit I: Introduction to Educational Technology and ICT

- Concept, nature and evolution of Educational Technology, Instructional Technology, Information and communication Technology
- Integration of technology: Pedagogy and Content (TPACK)
- Use of Technology in Professional development, pedagogical and curricular change, Research, administration and management; e-repositories and e-libraries.

Unit-II: Approaches to Educational Technology

- Concept of instructional design, approaches to educational technology
- Types of approaches to educational technology
- Media approach
- Audio-visual approach (Communication Theory and Communication Model)
- System approach (Cybernetics, general and instructional system theory)
- Behavioristic approach (programmed instruction, CAI, CAL)
- Instructional Design Approach (Instructional design theories: 5E, ICON)
- System approach to instructional design: Meaning and concept

Unit-III: Emerging Trends in E-learning

- Concept and Approaches to E-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning).
- Web technology: Web 2.0 and Web 3.0
- E-Inclusion - Concept of E-Inclusion, Application of Assistive technology in E-learning,

- Trends: Online learning, Mobile learning, MOOCs, FOSS, OER, Digital Pedagogy

Unit-IV: Policies and ICT in Assessment

- NCF-2005, National Policy on ICT 2013, NEP 2020, UNESCO guidelines for ICT integration in Education
- ICT in Assessment: Concept, use, approach and tools
- ICT tools: Cmap, Hot Potatoes, Google form and Kobo Tool box

Suggested 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>.
- Mishra, P. and Koehler, M. (2007). Technological pedagogical content knowledge (TPCK): Confronting the wicked problems of teaching with technology. In
- 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).

Semester-II

Paper Code: EDUC-204

Pedagogy of School of Subjects: (Anyone of the following Pedagogy Subjects)

A. PEDAGOGY OF TEACHING ENGLISH

B. PEDAGOGY OF TEACHING ODIA

C. PEDAGOGY OF TEACHING SOCIAL SCIENCES

(A) PEDAGOGY OF TEACHING ENGLISH

Course Outcomes

Full Marks = 20+80

On completion of the course, the students are expected to:

1. Explain place of English language in India
2. Describe English as a second language in the multi lingual syllabus India
3. Explain different methods of teaching English
4. Understand different teaching skills in the classroom
5. Develop skills of preparing lesson plans, TLM for teaching English as SecondLanguage

COURSE CONTENTS

Unit-I: Curriculum and Methods of English Language

- Language policy in India with reference to NCF-2005 and NEP-2020
- Place of English as a compulsory subject in school curriculum (both at Elementary and Secondary levels)
- Objectives of learning English at Elementary and Secondary School levels
- Methods and approaches: Direct method, Bilingual method, Structural approach and Communicative approach

Unit- II: 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 readingComprehension
- Writing Skill: Strategies to improve writing skill, Qualities of good writing,Creative writing.

Unit-III: Transaction of Contents

- Transaction of Prose (Detailed and Non-detailed), Poetry, Grammar.
- Preparation of Unit Plan
- Preparation of Lesson Plan through 5E Approach and ICON Design Model
- Strategies of Transaction: Lecture, Language Games, Collaborative Learning,Concept Mapping and Brain Storming.

Unit- IV: Teaching-Learning Materials and Evaluation

- Print Media: Types and Evaluation
- ICT Materials: Types and Evaluation.
- Continuous and Comprehensive Assessment in English Language
- Techniques of Evaluation: Oral, Written, Portfolio; Self-evaluation; Peer -evaluation.

Suggested Readings

- Kohli, A.L (2010) *Techniques of teaching English*. New Delhi: Dhanpat Rai publishing Company
- Jain, R.K (1994) *Essentials of English teaching*, Agra: Vinod Pustak Mandir
- Sharma, K.L(1970) *Methods of teaching English in India*. Agra : Laxmi Narayan Agrawal
- 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: Vinod Pustak Mandir
- 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.
- Bright, J.A(1976). *Teaching English as second language*. London: Long Man Group
- E. V (1986) *Teaching English as a foreign language in school curriculum India*, New Delhi: NCERT
- 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

(B) PEDAGOGY OF TEACHING ODIA

Full Marks = 20+80

Course Outcomes

On completion of the course, the students are expected to:

1. Explain the concept of Mother Tongue;
2. Justify the importance and objectives of teaching Mother Tongue (Odia) at Secondary Stage;
3. Describe various pedagogical approaches of language teaching;
4. Prepare subject specific lesson plan for improvement of language skills; and
5. Plan and construct test to assess language skills and content areas.

COURSE CONTENTS

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

- Concept and role of mother tongue in the life of an individual. Multilingualism and importance of mother tongue.
- Odia as medium of instruction (as first language and second language).
- Place of mother tongue in school curriculum (both at Elementary and Secondary levels) with reference to NCF 2005 and NEP-2020
- Objectives of teaching-learning Odia at elementary and secondary school levels.

Unit-II: Pedagogic Approaches to Teaching-Learning Odia

- Problems and issues related to acquisition of Odia language in multi-lingual context
- Strategies for facilitating acquisition of four-fold skills in 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

Unit-III: Transaction of Content

- Transaction of prose (Detailed and Non-detailed), Poetry, Grammar and Composition of Lessons
- Preparation of lesson plan on prose, poetry, grammar and non-detailed of Odia using 5E and ICON design model.
- Strategies: Lecture, Language Games, Collaborative Learning, Learning through Narratives and Discourses, Brain Storming.

Unit-IV: Teaching aids and assessment for teaching Odia

- Importance of teaching aids and types of teaching aids for teaching Odia.
- Learning assessment in Odia: Assessing Comprehension and expression skills; preparation of objective-based and objective-type test items
- Portfolio assessment, Comprehensive assessment of learning Odia
- Tools of assessment in Odia language.

Suggested Readings

- Barik, N. (2014). Odia shikshyadana paddhati. Cuttack: A.K.Mishra Publishers Pvt. Ltd.
- 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. Vinod Pustak Bhandar, Agra.
- Nayak, B.& Mohanty, J.(1999): Odia bhasa O Sahityara Bhitibhumi 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.
- NCERT (2005). National curriculum framework-2005. New Delhi: NCERT.GoI (1986).
- National policy on education-1986: New Delhi: GoI
- <http://modersmal.skolverket.se/engelska/index.php/mother-tongue-education>
- http://en.wikipedia.org/wiki/Language_education

(C) PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Outcomes

Full Marks = 20+80

On completion of the course, the students are expected to:

1. Upgrade and update his knowledge of social science by acquainting himself with various concepts.
2. Be acquainted with principles of formulating curriculum and preparation of textbooks in social studies.
3. Be acquainted with different methods, approaches, and techniques of teaching-learning social studies.
4. Prepare lesson plans
5. Develop co-operation/ collaboration/ ability to work with others, social, economic, cultural, and political environment.
6. 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 Sciences

- Meaning, nature and scope of social sciences as envisaged in NCF-2005.
- Place of social sciences in school curriculum
- Aims, objectives and importance of teaching social sciences in school education.
- Identification of values/competencies/skills to be developed through social sciences.
- Learning outcomes of Teaching Social Sciences at Elementary level and Secondary level
- 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.
- Making curriculum interdisciplinary following integrated approach
- Teaching history, political science, geography and economics

Unit-III Resources for learning and teaching social sciences

- Maps and Globes: Meaning, Characteristics, Importance, Types, Concept mapping, Advantages

- Charts: Meaning, Characteristics, Importance, Types, Advantages
- Models: Meaning, Characteristics, Importance, Advantages
- Timeline: Meaning, Characteristics, Importance, Advantages
- Audio-visual aids: Characteristics, Types, Importance, Advantages

Unit-IV: Lesson Plan and Evaluation

- Lesson planning- 5E and ICON Design model.
- Pedagogical analysis of two content units each from history, political science, geography, and economics
- Evaluation Techniques in Social Science: project, assignment, field trips, community survey

Suggested 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. (1970). *Teaching of History*. New Delhi, India: Sterling Publishers Pvt. Ltd.
- Kochhar, S.K. (1970). *Teaching of History*. New Delhi, India: Sterling Publishers Pvt. Ltd.
- Mangal, S.K. & Mangal, U. (2008). *Teaching of social studies*. New Delhi: PHI Learning 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. & Vedanayagam E.G. *Geography Teaching*. New Delhi, India: Sterling Publishers Pvt. Ltd.
- Choudhury, K.P. (1975). *The effective Teaching of History*. New Delhi, India: NCERT.
- Dhamiaja Neelam. (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.
- NCERT. (1970). *Teaching of History of Secondary Schools*. New Delhi, 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. & Vedanayagam E.G. *Geography Teaching*. New Delhi, India: Sterling Publishers Pvt. Ltd.

<p style="text-align: center;">Semester-II Paper Code: EDUC-205 PRACTICUM: SCHOOL INTERNSHIP</p>

Full Marks – 100

School Internship

Each student will prepare 10 (ten) Lesson Plans on a school subject following constructivist approach under the supervision of a faculty member of the Department. Further, Each student will deliver 10 (ten) Lessons in an elementary school on a school subject through these lesson plans and Students are required to observe 5 lesson plans of their peers and write a comprehensive School Internship Report.

Distribution of marks for end semester shall be as follows:

- i) Lesson plan Record = 20 Marks
- ii) Delivery of Lesson Plan = 50 Marks
- iii) Peer Group Observation = 15 Marks
- iv) School Internship Report = 15 marks

Semester-III
Paper Code- EDUC-301
HISTORY, POLITICS AND ECONOMICS OF EDUCATION

Course Outcomes

Full Marks = 20+80

On completion of the course, the students are expected to:

1. Analyze the contribution of Secondary Education Commission, Kothari Commission, NPE-1968, 1986, 199
2. Analyze the recommendations of National Knowledge Commission, Yashpal and National Curriculum framework 2005
3. Explain the provisions made in NEP 2020
4. Describe the perspectives of politics of education
5. Explain the approaches of understanding politics
6. Explain the different approaches of economic of education
7. Demonstrate the theoretical background of financing education in India

COURSE CONTENTS

Unit-I: Education during Colonial Period

- Charter Act, Macaulay Minute, Woods's Dispatch, Hunter Commission, Calcutta University Commission, Hartog Committee Report.
- Post reconstruction Plan: Zakir Hussain committee report, critical evaluation of colonial education

Unit-II: Committees, Commissions and Policies of Education

- Contribution of Secondary Education Commission (1953), Education Commission (1964-66), National Policy of Education (1968, 1986), National Curriculum Framework (2005), National Knowledge Commission (2007), Yashpal Committee Report (2009)
- National Education Policy (NEP)-2020: Principles, Vision, School Education, Higher Education, Other key areas of focus, challenges.

Unit -III: 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-IV: 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.

Suggested 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: Motilal Banarsidass

Mukherjee, R.K. (1989). The Gupta Empire. New Delhi: Motilal Banarsidass

Naik, J.P. & Narullah, S. (1996) A Student's History of Education in India New Delhi: Mc Millan India Ltd

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.

Semester-III
Paper EDUC-302
CURRICULUM STUDIES

Course Outcomes

Full Marks = 20+80

On completion of the course, the students are expected to:

- 1: Deconstruct the notion of normalcy and recognize the implications of this for educational systems;
- 2: Elucidate how notions of ability construct students from disadvantaged groups as “different” and as deficient;
- 3: Identify specific forms of intervention to support students with various labels of disability;
- 4: Recognize the significance of technology in enhancing the capabilities of students with varying levels of ability; and
- 5: Use specific forms of technological support that can enhance the learning capabilities of students.

COURSE CONTENTS

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

- Concept: Official, Null, Core and Hidden Curriculum.
- Components of curriculum-Objectives, Content, Learning Experiences and Evaluation.
- Bases of Curriculum Development-Philosophical Bases (National, democratic), Sociological bases (socio cultural reconstruction), Psychological Bases (learner’s needs and interests).
- Principles of curriculum development with reference to NCF- 2005

Unit-II: Curriculum Designing and Approaches

- 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

Unit- III: Models of Curriculum Designing and Development

- Models of Curriculum Development: Tyler Model; Taba Model; Saylor and Alexander Model

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- Stages 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-IV: 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: C I P P Model (Context, Input, Process, Product Model); Tyler's Model

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

Semester-III
Paper Code- EDUE-303
Special Paper I (Anyone of the following)
A. TEACHER EDUCATION-I
B. INCLUSIVE EDUCATION-I

Semester-III
Paper Code- EDUE-303
(Special Paper -I)
A. TEACHER EDUCATION-I

Course Outcomes

Full Marks = 20+80

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

- 1: Explain historical development of teacher education;
- 2: Narrate the recommendations of various committees and commissions on teacher education;
- 3: Justify teaching as a profession and code of professional ethics of teachers and teacher educators;
- 4: Describe about pre-service and in-service teacher education programme at different stage;
- 5: Understand the problems and research trends in teacher education.
- 6: Explain the models of teacher education

COURSE CONTENTS

Unit-I Teacher Education Curriculum and its Vision

- Meaning, Nature, Scope and Types of Teacher Education;
- The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE 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

Unit-II Understanding Knowledge base of Teacher Education

- Teachers in Indian Society, an analytical perspective
- Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas,

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- Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching,
- Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

Unit-III Historical Development in Teacher Education

Reports and Recommendations of Commissions and Committees:

- Calcutta University Commission 1917, Hartog Committee 1929, Wood Report 1937
- University Education Commission 1948-49, Secondary Education Commission (1952- 53), The Education Commission (1964-66), National Policy on Education 1968, National Commission on Teachers (1983),
- National Policy on Education' 1986, Yashpal Committee 1993, NCF 2005, National Knowledge Commission 2007, NCFTE 2009,
- National Education Policy 2020, National Curriculum Framework 2022

Unit-IV In-service Teacher Education

- Concept, Need, Purpose and Scope of In-service Teacher Education,
- Organization and Modes of In-service Teacher Education,
- Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC),
- Preliminary Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)

Suggested 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.
- Ministry of Human Resource Development, Government of India (2020). *National Education Policy 2020*. New Delhi: Author.
- MHRD (1986). *National Policy on Education – 1986 (with Modifications Undertaken in 1992)*. New Delhi: MHRD.
- MHRD (1995). *The Teacher and Society, Chattopadhyaya Committee Report (1983-95)*.
MHRD, GOI
- 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.
- Mudaliar, A. L. (1953). *Report of the Secondary Education Commission 1952-53*. Govt. of India, New Delhi.
- Mukherjee, S.N. (Ed.) (1968). *Education of Teachers in India (Vols. 1 & 2)*. New Delhi:

Semester-III
Paper Code- EDUE-303
(Special Paper -I)
B. INCLUSIVE EDUCATION-I

Course Outcomes

Full Marks = 20+80

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

- 1: Deconstruct the notion of normalcy and recognize the implications of this for educational systems;
- 2: Elucidate how notions of ability construct students from disadvantaged groups as “different” and as deficient;
- 3: Identify specific forms of intervention to support students with various labels of disability;
- 4: Recognize the significance of technology in enhancing the capabilities of students with varying levels of ability; and
- 5: Use 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
- Target Groups (Diverse learners-including (Marginalized groups 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
- Types, Characteristics and Educational Needs of Diverse learners
- Intellectual, Physical and Multiple Disabilities,
- Causes and prevention of disabilities.

Unit-III: Models of Inclusion

- Classification of Disabilities based on ICF Model,
- Reasons for inclusion, attributes of inclusive environment
- Models of Inclusion: regular/partial inclusion, Full inclusion, Reverse inclusion

- Creating inclusive culture

Unit-IV: Policy and Programmes of Inclusive Education

- Legal Provisions: Policies and Legislations -National Policy of Education (1986); Programme of Action of Action (1992); National Education Policy 2020
- 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 Samagra Shiksha Abhiyan (SSA).

Suggested Readings

- Dash, N. Inclusive Education for Children with Special Needs .Atlantic Publishers and Distributors (P)Ltd.,NewDelhi,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.
- Solner,A.&Kluth,P.*Joyful Learning:Activeandcollaborativelearningininclusiveclassrooms*.ThousandOaks,CA:CorwinPress,2008.
- Valle,J.W.&Connor,D.J.(2011).*Rethinkingdisability:Adisabilitystudiesapproachtoinclusive practices*.New York, NY: Mc Graw Hill, 2011.
- Kluth, P.*The autism checklist:A practical reference for parents andteachers*.SanFrancisco,CA:Jossey-Bass,2009.

Semester-III
Paper- EDUE-304
Special Paper-II (Anyone of the following)
A. SCHOOL EDUCATION-I
B. HIGHER EDUCATION-I

Semester-III
Paper Code- EDUE-304
(Special Paper II)
A. SCHOOL EDUCATION-I

Course Outcomes

Full Marks = 20+80

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

- 1: Describe different perspectives of elementary education
- 2: Elaborate the policies and challenges in elementary education
- 3: Identify the problems/challenges regarding financing, organizing, administration, student enrolment and quality instruction in elementary education
- 4: Explain the participation of panchayatraj institutions and local community in educational planning, management and supervision.
- 5: Justify the need of professional development of elementary school teachers
- 6: list the professional ethics and professional code of ethics for teachers at elementary level

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).

Unit – IV Elementary Education Scenario of State of Odisha

- Ministry of School and Mass Education, its Directorate and district level functionaries, Budgetary provision for School Education, DISE Data of Odisha, Child Tracking System, Management and goal of Schools like Asharam Schools, Adarsha School, Govt.Schools and KGBV under the Board of Secondary Education
- Schools like Navodoya and Kendriya Vidyalaya in the State of Odisha

Suggested readings

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

Government of India (1986) *National Policy on Education*, New Delhi, MHRD. Government of India (1987) *Programme of Action*, New Delhi: MHRD.

Government of India (1987) *Report of the Committee for Review of National Policy on Education*, New Delhi, MHRD.

Kurrian, J. (1993) *Elementary Education in India*, New Delhi: Concept Publication. Lewis, Ramón (2008):

MHRD (1966): *Report of the Education Commission*, New Delhi. MHRD (2001): *Convention on the Right o the child*. New Delhi.

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- Mohanty, J. N. (2002): *Primary and Elementary Education. Deep & Deep Publications, New Delhi.*
- Curriculum for Elementary and Secondary Education (1998) - A National Framework, NCERT, New Delhi.
- 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, New Delhi.*
- NCERT (1997) *Code of Professional Ethics for Teachers.*
- NCERT (2005). *National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.*
- NCERT (2005): *Position paper on Teacher Education for Curricular Renewal, New Delhi.*
- NCTE (2009) *National Curriculum Framework for Teacher Education, New Delhi.* NCTE, New Delhi 22
- Policy perspectives in Teacher education – Critique & Documentation.*

Semester-III
Paper Code- EDUE-304
(Special Paper-II)
B. HIGHER EDUCATION-I

Course Outcomes**Full Marks = 20+80**

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

- 1: Identify the components and identities that comprise the Indian society;
- 2: Understand the nature and history of conflict in India;
- 3: Identify and reflect on some of the global changes and their impact on higher education generally;
- 4: Discuss the changing role and functions of higher education through the history of education;
- 5: Assess the management and relevance of different higher education organizations for quality and quantity in higher education; and
- 6: Justify the need of privatization 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
- Constitutional provisions in Indian Higher Education

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

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.

Unit -IV: Policy Perspectives of Higher Education in India

- National Policy on Education 1968, 1986 and Programme of Action 1992
- Policy Gaps and Issues, Initiatives
- National Education Policy-2020, Opportunities and Challenges

Suggested 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*
- CABE Committee. (2005a). *Report of the Central Advisory Board of Education, Committee on Autonomy of Higher Education Institutions. Government of India. June 2005.*
- Report of the Central Advisory Board of Education (CABE) Committee on Financing of Higher and Technical Education. Government of India. June 2005.*
- Delors, Jacques. (1996). *Learning the treasure within. Report to UNESCO of the International Commission on Education for the Twenty-first Century. UNSECO Publishing, Paris.*
- Jayaram, N. (2002). *The fall of the Guru: the Decline of the Academic Profession in India.*
In Philip
- 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. July,*
- MHRD. (2006). *Annual Report. Ministry of Human Resource Development, Department of Secondary and Higher education. Government of India. New Delhi.*

Semester-III
Paper Code- EDUC-305
Dissertation: Research Proposal &
Tool Presentation

Full Marks – 100

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 presentation tool. All the students of the P.G. and U.G. (Hons.) of the department will remain present and participate in discussion of the paper. They are also required to develop the tools for data collection. 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. There will be an open viva-voce.

Distribution of marks

- Presentation of Research proposal =50 marks
- Presentation of Tools =50 marks

<p style="text-align: center;">Semester-IV Paper Code- EDUC-401 EDUCATIONAL ASSESSMENT</p>

Course Outcomes

Full Marks = 20+80

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

- 1: Describe the role of assessment in education;
- 2: Distinguish measurement, assessment and evaluation;
- 3: Explain the paradigm shift in assessment;
- 4: Explain the characteristics of good test;
- 5: Familiar with the tools and techniques followed in constructivist approach of learning and assessment; and
- 6: Explain the systemic reforms already made in examination

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
- Relations and Difference between instructional objectives and learning outcomes.
- Paradigm shift in assessment from Behaviouristic to Constructivist perspective (assessment for Learning, assessment of learning and Assessment as Learning)

Unit-II: Tools and Techniques of Conventional Assessment

- 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- Thurnstone and Likert.

Unit-III: Tools and Techniques of Alternative Assessment

- Methods of assessment: Self, Peer and Collaborative Assessment
- Performance-based assessment: Observation, Assignment, Portfolios, ReflectiveJournal, Field Engagement, Rubrics, concept map.
- Competency Based Assessment
- Assessment of Teacher.

Unit-IV: 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

Suggested 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.

Blooms, B.S.(1956). *Taxonomy of Educational Objectives*. New York: Longman Greenand Company

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

Gronlund, N.E. (2003). *Assessment of student Achievement*. Boston: Allyn & Bacon.

Kaplan, R.M. & Saccuzzo. D.P. (2000). *Psychological Testing, Principles, Applications & Issues*. California: Wordsworth.

Linn, R.L. & Gronlund, N.E. (2000). *Measurement and Assessment in Teaching*. London: Merrill Prentice Hall.

<p style="text-align: center;">Semester-IV Paper Code: EDUC-402 EDUCATIONAL MANAGEMENT</p>

Course Outcomes

Full Marks = 20+80

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

- 1: Understand various components of institutional management;
- 2: State the principles of resource management, performance appraisal time management in educational institutions;
- 3: Explain the nature and functions of educational supervision;
- 4: Describe defects of present system of supervision;
- 5: Reflect upon specific trends in educational supervision;
- 6: The role of central, state and local agencies in educational administration; and clo-7: describe various techniques of supervision

COURSE CONTENTS

Unit-I: Educational Management

- Educational Management– Meaning, Principles, Functions and importance.
- Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism
- Human relations approach to Administration, Organisational competence, Organisational development, Organisational climate

Unit-II: Leadership in Educational Administration

- Leadership in Educational Administration: Meaning and Nature.
- Approaches to leadership-Trait, Transformational, Transactional,
- Models of Leadership, : Tri-dimensional Model, Hersey and Blanchard's Model,)

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.
- 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.

Unit-IV: Center-State Relation in Educational Management

- Structure of educational management at Center and State level
- Expansion and Regulation of School Education and Higher education in India
- Regulatory and Enforcing Agencies: UGC, NCTE, NCERT, SCERT, OSEPA
- Regulatory bodies as envisaged in NEP-2020
- Quality Assurance Agencies in India: National Assessment Accreditation Council (NAAC) and Quality Council of India (QCI)

Suggested 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.
- Bhatnagar, R.P & Verma, L.B (1978). *Educational Administration*. Meerut, India: Loyal Book Depot.
- Newman and summer. *The process of Management: Concept, Behaviour and Practice*. New Robin Delhi, India: Prentice Hall of India Pvt. Ltd.
- Stepher P. *Organizational Behaviour*. New Delhi, India: Prentice Hall Pub. Pvt. Ltd.
- Safaya, R. & Shaida, B.D (1964). *School Administration and Organization*, Jalandher, India: Dhanpat Rai & Sons.
- Simon, Herbart A. *Administrative Behaviour*. New York, USA :McMillan Company.

Semester-IV
Paper Code- EDUE-403
Special Paper-I
A. TEACHER EDUCATION-II
B. INCUSIVE EDUCATION-II

Semester-III
Paper Code- EDUE-403
(Special Paper -I)
A. TEACHER EDUCATION-II

Course Outcomes

Full Marks = 20+80

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

- 1: Explain pre-service and in-service Teacher Education;
- 2: Narrate the functions of the Institutions and agencies of Teacher Education;
- 3: Discuss about Pre-service and In-service teacher education Programme at different stage;
- 4: Discuss the problems and research trends in teacher education.

COURSE CONTENTS

Unit-I: Professionalism in Teacher Education

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

Unit-II: ICT Integration in Teacher Education

- Approaches to Integration of ICT in Teacher Education –ICT skill development approach, ICT pedagogy approach, Subject Specific Approach, Practice driven approach
- ICT integration in Teacher Education-Web Based Instruction (WBI),Digital Instructional Material, OER, MOOCs, LMS
- Implementation of Blended Learning in Teacher Education- empowerment

of teachers through seven structures of blended learning

- Online Resources for Teacher - Dikhya Portal, CBSE training portal

Unit-III: Research and Innovations in Teacher Education

- Research Trends in Teacher Education
- Emerging areas of research in Teacher Education
- Innovations and Experiments: Four year Integrated B.A. B.Ed./B.Sc. B.Ed. Two Year B.Ed. Programme. Integrated Teacher Education Program (ITEP), Three year Integrated B.Ed. M.Ed programme
- B.Ed Activity and B.Ed Enriched, Skill based B.Ed programme

UNIT -IV: Emerging Issues in Teacher Education

- Privatization of teacher education in India
- Quality Issues in Teacher Education,- Curriculum and Pedagogy Issues in teacher education, Issues related to School Internship
- Futuristic Challenges to Quality assurance in Teacher Education
- Teacher Management Issues : Types of Teachers and their recruitment, Teachers autonomy and accountability, Job Satisfaction, promotional avenues

Suggested 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.

MHRD (1986). *National Policy on Education – 1986 (with Modifications Undertaken in 1992)*. New Delhi: MHRD.

MHRD (1995). *The Teacher and Society, Chattopadhyaya Committee Report (1983-95)*.

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MHRD,GOI .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.

Mudaliar, A. L. (1953). *Report of the Secondary Education Commission 1952-53*. Govt.of India,New Delhi.

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

NCERT (2004). *Curriculum Framework for Teacher Education*. Author, New Delhi.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 Education Vol - 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

Sahoo.P.K.,Yadav.D.,Das.B.C (2010) *Professionalism in Teacher Education: Contemporary Perspectives*, New Delhi: Concept

Semester-IV
Paper Code- EDUE-403
(Special Paper I)
B. INCLUSIVE EDUCATION - II

Course Outcomes

Full Marks = 20+80

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

- 1: Enable students to understand various identification of need of diverse learners and approaches to evaluation;
- 2: Understand planning and management of inclusive classroom;
- 3: Use assistive /adaptive technology in inclusive classrooms;
- 4: Understand the need of support system for inclusive practices.;
- 5: Analyze the research trends and issues in inclusive recognize the significance of technology in enhancing the capabilities of students with varying levels of ability; and
- 6: Identify specific forms of technological support that can enhance the learning capabilities of students.

COURSE CONTENTS

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

- Identification of Diverse Learners for Inclusion
- Educational Assessment Techniques and Tools
- Approaches to assessment of Diverse Learners
- 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
- Instructional Practices: Curriculum and Curricular Adaptations for Diverse Learners.
- Developing an inclusive school: NEP 2020 Perspectives
- Creating inclusive classroom climate

Unit -III : Assistive and Adaptive Technology for Diverse learners

- Assistive and Adaptive Technology for Diverse learners: Product: Aids and Appliances;
- Process: Individualized Education Plan (IEP),
- Remedial Teaching
- Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers School

Unit-IV : Research Trends and Issues of Inclusive Education in India

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

Suggested 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.
- 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.

Semester-IV
Paper Code- EDUE-404
Special Paper II
(Anyone of the following)
A. SCHOOL EDUCATION-II
B. HIGHER EDUCATION-II

Semester-IV
Paper- EDUE-404
(Special Paper II)
A. SCHOOL EDUCATION-II

Course Outcomes

Full Marks = 20+80

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

- 1: State the different perspectives and context of Secondary and HigherSecondary education;
- 2: Discuss the system and structure of Secondary and Higher Secondary education in India;
- 3: Discuss the management, curriculum and evaluation process of Secondary and Higher Secondary education;
- 4: Restate the problems and challenges about Secondary and Higher Secondary education;
- 5: Discuss the Management Informal System (MIS) & Assessment & Evaluation at Secondary and Higher Secondary education;
- 6: Illustrate the resource management in schools at Secondary and HigherSecondary level

COURSE CONTENTS

Unit-I: Perspectives of Secondary Education

- System and Structure of school in India : **CBSE , ICSE State Board school** 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

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(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

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

Unit – IV Secondary Education Scenario of State of Odisha

- Role of Directorate of Secondary Education, SPD, OSEPA, Bhubaneswar
- Data Base of Secondary Education in Odisha : UDISE, OSEPA, Annual report of SCERT, Annual report of School and Mass Education Department
- Role of DIKSHA portal

Suggested 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 World Education Series-3 Delhi, Doaba House, Book seller and Publisher.

Biswal. K (2011) *Secondary Education in India: Development Policies, Programmes and Challenges: 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>

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- Diamond Robert M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach*, California, Jossey-Bass Inc. Publication.
- Govt. of India - (1986/1992) *National Policy of Education, 1992 Modification and their POA'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). *Universalization of Secondary Education : Report of the CABE Committee*, New Delhi
- Government of India (1966). *Report of the Education Commission 1964-66: Education and National Development*. Ministry of Education, Government of India, New Delhi.
- Government of India (ABEE) (various years), *Analysis of Budgeted Expenditure on Education. Department of Higher Education, Planning, Monitoring and Statistics*
- Government of India (SES) (various years), *Selected Educational Statistics. Department of 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 at www.education.nic*.
- Report of the Delors Commission, UNESCO, 1996*
- Report of the Education Commission (1964-66)*.
- Report of the National Commission on Teachers (1983-85)*.
- 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.

Semester-IV
Paper- EDUE-404
(Special Paper-II)
B. HIGHER EDUCATION-II

Course Outcomes

Full Marks = 20+80

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

- 1: Analyse the issues and challenges of facing higher education in India today;
- 2: Discuss the expansion and excellence issues in Higher education
- 3: Discuss the quality and quantity issues in Higher education 4: Discuss the admission and fee structure in Higher education
- 5: Restate the technology integration for equity, access and quality in Higher education
- 6: Discuss the role of national and international agencies for technology enabled Higher education
- 7: Explain the need for alternate evaluation procedures;
- 8: Illustrate the status of evaluation in Higher education

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

Unit -II: Integration of ICT in Higher Education

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.

Unit -III: National & International Agencies for Technology Enabled Education

- International agencies - UNESCO, ICDE, COL,.
- National agencies- SWAYAM, NMEICT, UGC, MHRD, CIET (NCERT), NPTEL, NROER.

Unit-IV: 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.

Suggested Readings

- Agarwal, R.B. (1993) *Financing of Higher Education in India*. Varanasi: Ganga Kaveri Publishing House.
- Bhatt, N. (2006) *Higher Education Administration and Management : Sublime Publications*.
- 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.
- Jayaram, N. (1987) *Higher Education and Status Peterson*. New Delhi : Mittal Publications.
- 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.Books.
- Ram, A. (1990) *Higher Education in India – Issues and Perspectives*. New Delhi : Mittal Publications.
- Raza, M. and Malhotra, N. (1991) *Higher Education in India – A Comprehensive Bibliography*. New Delhi : Concept Publishing House.
- Singh, A. and Sharma, G.(1988) *Higher Education in India : The Socio Context*. New Delhi.
- Singh, A. and Sharma, G. (1989) *Higher Education in India : The Institutional Context*. New Delhi :Konark.
- Singh, A. (1985) *Redeeming Higher Education*, Delhi : Ajanta Publications.
- Sobti, M. (1987) *A Financial Code for University System*, New Delhi :Vikas.

Semester-IV
Paper- EDUC-405
DISSERTATION:
Data collection, Data analysis and Report writing

Full Marks = 20+80

Each candidate shall submit a dissertation on a relevant educational topic under the supervision of a 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 P.G. students 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.

<p style="text-align: center;">Semester-II Paper Code- VAC Value Added Course: Digital Pedagogy</p>
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Full Marks-10+40

Course Outcomes

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

- 1: Identify TPACK based competencies;
- 2: Acquire the theoretical knowledge about the TPACK based competencies;
- 3: Identify appropriate technologies for teaching-learning-assessment practices in digital pedagogy.
- 4: Transact the contents by using digital pedagogy in simulated and real condition;
- 5: Reflect on future trends and practices of digital pedagogy.

COURSE CONTENTS

Unit- I: Learning with Technology

- The Challenges of Teaching with Technology
- Thinking about Technology Integration
- The TPACK Framework-Content Knowledge, Pedagogical Knowledge, and Technology Knowledge
- Development of TPACK based Competencies.

Unit-II: Learning Through Digital Pedagogy

- Rethinking Learning theories and Digital Pedagogy
- Pedagogical innovation of digital technology
- Technologies for Digital Pedagogy: Subject specific software, LMS and LCMS; Application software and Social Software.
- Digital initiatives for education: DIKSHA, NROER, MOOC, e-Yantra, edublogs

Unit-III: Assessment Practices and Digital Pedagogy

- Shifting from assessment of learning to assessment as learning.
- Tools and techniques of assessment using technology: Concept map, E-portfolio, Rubrics.
- Different online assessment tools-.(Socrative - Google forms, Mentimeter, Pre-built education template, Poll everywhere, Kahoot).
- Game based assessment tools (Formative, Flip grid, Answer garden, Coggle, Lino).

- Future trends and practices of Digital Pedagogy.

Suggested Readings

Koehler, M.J., & Mishra, P. (2008). Introducing TPACK.

AACTE Committee on Innovation and Technology (Ed.), *The handbook of technological pedagogical content knowledge (TPCK) for educators* (pp. 3-29). Mahwah, NJ: Lawrence Erlbaum Associates.

Mishra, P., Spiro, R.J., & Feltovich, P.J. (1996). *Technology, representation, and cognition: The prefiguring of knowledge in cognitive flexibility hypertexts*. In H. van Oostendorp & A. de Mul (Eds.), *Cognitive aspects of electronic text processing* (pp. 287-305). Norwood, NJ: Ablex.

Mishra, P., & 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 (pp. 2214-2226). Chesapeake, VA: Association for the Advancement of Computing in Education.

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

National Research Council. (2000) *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.

